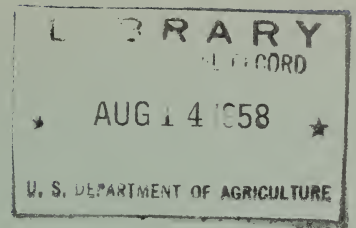


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Future Farmers And *Co-ops*

FARMER COOPERATIVE SERVICE
U. S. DEPARTMENT OF AGRICULTURE
WASHINGTON 25, D. C.

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REPRINTED FROM THE

News for FARMER COOPERATIVES

by PAUL A. MOHN
*Oregon State College,
Corvallis, Oregon.*

THIS year, for the first time, Oregon sent some of its young people to the annual session of the American Institute of Cooperation. Three Future Farmers of America youths, a 4-H Club member, an FFA Chapter advisor, and a marketing specialist from Oregon State College crossed the Cascade Mountains in the State and drove over 2,900 miles to the AIC meeting at Raleigh, N. C. Aim of the young people was to learn more about cooperatives and their place in our national economy.

A comment from one of the boys at the end of the trip sums up their reactions pretty well. He said, "I feel that seeing so much new country and learning about the ways of doing business from cooperative people has been one of the biggest single steps in my educational program. The conference itself was simply wonderful." He looked forward to sharing his experiences and his newly acquired knowledge of cooperation with other young people in the months following.

All the boys plan to give many talks around the State to pass along their experiences.

These boys felt one of the biggest benefits of their trip was the opportunity to meet people from other areas of the country. Through their discussion with other youths, they were able to compare cooperatives. Production and marketing problems in other States, they found, were very similar to those in Oregon, even though agriculture in other areas may differ.

Paul Mohn, Oregon State College Marketing Specialist, arranged the trip and accompanied the group. It included Floyd Bodyfelt, Cloverdale, 4-H winner; Russell Joy, State FFA Treasurer, representing the winning FFA Chapter from Gresham; Albert McKay, the Gresham Chapter Advisor; Dennis Haney, President, Eugene FFA Chapter, representing the second place FFA group; and Jerry Allen of the Canby FFA Chapter.

Back of the cross-country journey went a lot of planning. Last December representatives from eight cooperatives got together with Mr. Mohn to help build up the youth programs in the State. They agreed that working directly with farm youth was one of the best



This year Oregon sent its first delegation of young people to the summer session of the American Institute of Cooperation. At Raleigh, N. C., another Oregonian, Dan Dunham, the National Future Farmers of America President, greets—from left to right—Floyd Bodyfelt, Russell Joy, Paul Mohn, Jerry Allen, Albert McKay and Dennis Haney.

First Oregon Youth Trip to AIC a Success

ways that Oregon cooperatives could construct a sound foundation for the future. This Youth Activities Committee decided to give FFA Chapters and 4-H youths in the State a chance to compete for a prize. The committee felt a contest would stimulate the boys in learning more about farming the cooperative way.

To take part in the contest, the boys had to write a report on the work they had done in studying the cooperative form of business and in using cooperatives in their farming activities. From these reports, the committee chose the three top FFA chapters, and selected a representative from each, and also picked the 4-H entrant who made the best accounting.

These youths won the free trip to Raleigh, awarded by the committee to the winners. Advisor of the first place FFA chapter also was invited to come.

Besides broadening their knowledge at the AIC session, these Oregon representatives also acquired some useful information enroute. They visited co-ops

in Oregon and Kansas. In Chicago, they attended a fruit auction, visited a commercial packing house, and learned first hand something about how a stock market operates.

In Iowa these travelers studied hog raising on a farm near Ames. At Kansas State College they toured the ultra-modern feed milling technology facilities—the only such department in the country. Later they learned about tobacco and cotton farming on a visit to a Raleigh, N.C., farm. During the trip, the Oregon delegation traveled in a motorcade with the Idaho representatives also going to the AIC session.

Altogether, 40 Oregon cooperatives supported the work of the Youth Activities Committee this year. From now on, agricultural and co-op leaders in the State plan to send some of Oregon's young cooperators to the AIC conference every year.

Bell's Boys Best in U.S.

by CATHERINE E. HARDY

Farm Credit Administration.

FFA'ers put a youthful spark into the Nation's farming. And right on top of this enthusiastic group of learning farmers—with plenty of state competition to inspire it—rises the Bell (Fla.) Future Farmers of America Chapter. Emerging winner in Florida's Cooperative Activity Contest, Bell Chapter then captured first place in the national Cooperative Activity Contest of the American Institute of Cooperation.

"Most complete and best all around cooperative program in the state during the past year," said Edwin W. Cake, Extension Service Marketing Specialist at the University of Florida, Gainesville, in reporting on the chapter. Florida Council of Farmer Cooperatives sponsors the state contest and this year awarded \$500 to its winner.

Has National Blue Ribbon

After looking into Bell's record, a national committee representing the American Institute of Cooperation capped Mr. Cake's comment by naming Bell Chapter best in the Nation. For chapter proficiency, the Institute rewarded five members of the winning FFA Chapter and its advisor with a \$1,000 expense-free trip to the AIC meeting in Columbia, Mo.

"We congratulate the hard working members of this chapter and their enterprising advisor, Joe Ellis," said Mr. Cake. "Much credit is also due the local sponsor, the Tri-County Farmers Cooperative, Trenton, and its hard working manager, Jack Matthews, also treasurer of the Florida Council and chairman of its cooperative youth committee."

Located in Bell, a town of only 150 people, Bell Chapter flourishes in the agricultural county of Gilchrist, where principal crops are watermelons, livestock, grass seed, tobacco, corn, peanuts, lupine, oats and indigo.

The chapter, one of the largest in Florida with 58 members, takes the lead in promoting community activities centered around the school.

Here's what they did specifically to come out first in the national contest.

School year 1952-53 found chapter mem-

bers covering 90 systematic hours of study on farm businesses, including co-ops—our about one-fourth of their total classroom hours. Subjects covered how to organize a chapter co-op and market its products. Other farm business organizations also came up for study. Some of these were national farm loan associations and production credit associations. Members also studied national and state banks. Besides local co-ops, Government agencies such as the Rural Electrification Administration and Commodity Credit Corporation received their share of members' scrutiny. Students also covered history of cooperation, types and taxation of cooperatives, and viewed films on farm business, including co-ops.

Bell Chapter's farm produced a lot of business. On 150 acres—30 owned and 120 rented—members raised 10 cars of watermelon, 80,000 tobacco plants, and 25,000 tomato plants. They also grew 75 bushels of corn, \$125 worth of garden products, 75 pounds of Bahia seed, and 1,800 pounds of tobacco. Members fed and watered 100 broilers, 1 steer, and 26 hogs. Sales of all these products brought into the chapter over \$8,100.

"This was a well balanced marketing activity," said Howard McClarren, in charge of youth work at the Institute, "that didn't concentrate on one crop to take the business away from a local co-op already in business. Bell chapter has demonstrated how to put action into farm business training."

These FFA members also sold over \$17,000 worth of products, through their

chapter and through co-ops. Among products sold through the chapter were 12 cars of watermelons, 15,000 tobacco plants, 5,000 tomato plants, and 15 hogs. Gulf Cooperative Marketing Association, Trenton, handled 52,000 pounds of slaughter hogs for the chapter and the Gainesville Livestock Marketing Association, 5,000 pounds of slaughter cattle. Tri-County Farmers Cooperative sold 500 pounds of turkeys and 2,000 pounds of pecans for chapter members.

Bought As Well As Sold

Through their chapter, co-op members also bought for themselves or the chapter more than \$9,000 worth of supplies. Besides nearly 36 tons of fertilizer and 2 tons of feed, they bought 225 pounds of watermelon seed and 10 registered hogs. They purchased 1,500 gallons of diesel oil, roofing, and 3,000 board feet of lumber. In addition to a cultivator and two tractor tires, they also bought a tractor.

Bell Chapter and its members patronized the Tri-County Farmers Cooperative to the tune of \$2,300 for such items as 165 gallons of wood preservative, 20 tons of fertilizer, 10,000 pounds of seed, and 2 tons of insecticides and fungicides.

Credit played a part in the chapter's progress. A local farm supply co-op loaned the chapter \$724. The chapter co-op approved 11 loans to members for \$925. Production credit association loans to 7 members totaled \$5,000. One national farm loan association loan totaled \$3,000.

Services of the chapter covered a lot of space. Members treated 5,000 board feet of lumber and 1,750 posts. With chapter equipment they dusted 280 acres of watermelons,

(Continued on page 18)



The manager of Tri-County Farmers Cooperative, Trenton, Fla., showing boys of the Bell (Fla.) Future Farmers of America chapter how it keeps patronage refund records.

YOUTH wants to know—about co-operatives. The New York State Council of Farmer Cooperatives proved that by giving them a chance to find out.

The Council did this by conducting a quiz contest for the first time this year as part of its third annual Future Farmers of America Chapters Award program . . . and with good results.

Seventy-three FFA Chapters in the State submitted acceptable entries. Winner of first place and a \$50 award was the Perry High School chapter with a score of 87.7 percent. Altogether 3,000 individual quiz papers went out.

The State Council's co-op quiz was prepared by W. A. Ranney, with the advice of

State Council and FFA Take to Quizzes

more intelligent use of the numerous co-operatives which their fathers and grand-fathers established in this State to serve their agricultural interests, to make their operations more productive, and to strengthen their way of life."

Another purpose back of the quiz was to give vocational agriculture teachers a picture of their students' knowledge of

nard Levitan; fourth, Mexico, \$15, Allen Bailey; and fifth, Oxford, \$15, Fred Vogelsgang. These chapters received their prizes at the New York State FFA Award banquet.

Several other States have used various forms of quiz contests for youth work in the past most effectively—among them California, Washington, Idaho, Kentucky, North Carolina, and Virginia.

Maybe you'd like to look over the quiz New York gave its FFA'ers, and see if it can be modified or adapted to your own local conditions, if you aren't already using something similar in educational or membership programs. A couple or so of the questions, of course, apply specifically to prevailing conditions in New York. But if you'd like to see how you stacked up against New York's youth by taking this quiz yourself, Warren Ranney, Terrace Hill, Ithaca, N. Y., has bravely offered to help you check your standings with the New York boys, and even offset your handicap on the specific New York questions.

So here it is—the 1955 New York co-op Quiz:

(Check correct answer.)

1. Approximately how many farmer co-operatives are there in the United States?
 - a. —1,000.
 - b. —10,000.
 - c. —100,000.
2. Which of these two types of farmer co-operatives are most numerous in the United States?
 - a. —Marketing cooperatives.
 - b. —Purchasing cooperatives.
3. When were the first farmer cooperatives organized in the United States?
 - a. —In the 1700's.
 - b. —In the early 1800's.
 - c. —Right after the Civil War.
 - d. —In the early 1900's.
4. Which one of the following organizations did the most to get farmers thinking about organizing cooperatives?
 - a. —The Grange.
 - b. —The Agricultural Extension Service.
 - c. —The United States Department of Agriculture.



First place winner in first quiz contest of New York State Council of Farmer Cooperatives was Perry Central High School chapter of the Future Farmers of America. The five best papers came from chapter members standing, left to right, Louis McClurg, Richard Hauxwell, Jack Mills, and Roger Robb, and seated, Charles Patrick. At right is John B. Keller, chapter adviser.

specialists at the New York State College of Agriculture and members of the staff of the Bureau of Agricultural Education. Ranney, who is director of education, Cooperative G. L. F. Exchange, Inc., Ithaca, also serves as chairman of the State Council's committee on education.

Ranney and his associates consider this quiz program to be the best educational device yet used by the State Council in its relations with the FFA Chapters of the State. This opinion has been fortified by the many favorable reactions expressed by chapter advisers. He said, "It served to focus attention on some of the things that can help young farmers make better and

farmer cooperatives. Each chapter adviser was required to pick out the five best papers from his group to submit in the State-wide competition. These papers have provided a wealth of information on what the FFA boys know and don't know about cooperatives, and emphasized some of the things they want to know (see question No. 23). Such information will serve as the basis for an educational "feed-back" program for FFA Chapters during the coming school year.

Other FFA Chapter prize winners, their prizes, and advisers in that order, were: Second, Hamilton, \$40, George Holloran; third, Newton (Flushing, L. I.), \$30, Ber-

5. Why do farmers join and patronize farmer cooperatives?
 - a. —To promote the cooperative idea.
 - b. —To support farm organizations.
 - c. —To help themselves make more money as farmers.

NOTE.—In questions 6 through 10, complete the sentence by checking the correct statement.

6. In a farmers' cooperative the legal ownership is in the hands of—
 - a. —Its board of directors.
 - b. —The United States government.
 - c. —Its farmer-members.
 - d. —The Federal Bank for Cooperatives.
7. Voting in a farmer cooperative is usually on the basis of—
 - a. —One vote per share of stock owned.
 - b. —The amount of goods purchased or sold through the cooperative.
 - c. —Each member has one vote.
8. The manager of a cooperative is usually selected by—
 - a. —The Secretary of Agriculture.
 - b. —The Board of Directors of the cooperative.
 - c. —The State Council of Cooperatives.
 - d. —The members of the cooperative.
9. Farmer cooperatives in this country—
 - a. —Encourage free competition.
 - b. —Tend to discourage free competition.
 - c. —Tend to become monopolies.
 - d. —Tend to be socialistic.
 - e. —Are exempted from paying property taxes.
10. Farmer cooperatives can operate most successfully in—
 - a. —A socialistic country.
 - b. —A free competitive enterprise country.
 - c. —A communistic country.
11. Following are several statements about farmer cooperatives. Indicate by check-mark which are true and which are false.

<i>A farmers' cooperative is:</i>	<i>True</i>	<i>False</i>
a. A business organization	—	—
b. Operated for the benefit of its members	—	—
c. Owned and controlled by farmers	—	—
d. Based on democratic principles	—	—
e. Operated to serve an economic need	—	—
f. Organized to avoid paying taxes	—	—
12. Under which of the following conditions does a farmer cooperative per-

form best for its farmer-members and patrons? Check the true statements.

- a. —When it is controlled by experienced hired management.
 - b. —When it is operated by experienced hired management.
 - c. —When it is guided by an active Board of Farmer-Directors.
 - d. —When its members are well-informed.
 - e. —When it can operate in a free market.
 - f. —When it can get liberal loans from the government.
13. Which of the following are the 3 basic Cooperative Principles?
 - a. —Equality of control—one member, one vote.
 - b. —To sell for less than competition.
 - c. —To limit the amount of dividends paid on stock.
 - d. —To acquire complete control of all supplies of a commodity.
 - e. —To destroy competition.
 - f. —To distribute net savings to users in proportion to their patronage.
 14. There are several ways in which the members of a cooperative can help strengthen it and make it more successful. Look over the list of statements below and check those statements which are True in this respect—
 - a. —By attending membership meetings.
 - b. —By voting for directors and officers.
 - c. —By offering constructive suggestions and criticisms.
 - d. —By understanding the purposes and objectives of the cooperative.
 - e. —By continuing to use its goods and services.
 15. Below are listed three major types of farmer cooperatives in this State. Write in the name of a specific cooperative which illustrates each type:
 - a. Purchasing
 - b. Marketing
 - c. Service
 16. Following is a list of the 4 types of business organizations which serve us in this country. Indicate with the letter "A" the type of business organization which is most numerous in this country. Indicate with the letter "B" the type of organization which does the greatest dollar volume of business in this country. Indicate with the letter "C" which type is least numerous:
 - a. Individual businesses
 - b. Partnerships
 - c. Corporations
 - d. Cooperatives

17. All of the following organizations are used by farmers. Check those which are farmer cooperatives:
 - a. —The Farm Bureau.
 - b. —Dairymen's League.
 - c. —NY Artificial Breeders.
 - d. —Sears-Roebuck.
 - e. —The Extension Service.
 - f. —NYS Agricultural Society.
 - g. —The G. L. F.
 - h. —D. H. I. A.
 - i. —Soil Conservation Service.
 - j. —Production Credit Association.
18. In your own words, write a brief definition of a farmers' cooperative.
19. If you were operating a good farm in your part of the State, you would need to buy a great variety of farm production supplies, services of various kinds, and you'd have the problem of marketing the things you'd produced on that farm. Listed below are some of the goods and services you'd need to operate your farm. After each item, name a farmer cooperative which operates in your area and which you could use to obtain these necessary goods and services:
 - a. Credit
 - b. Feed
 - c. Fertilizer
 - d. Insurance
 - e. Marketing milk
 - f. Marketing eggs
 - g. Marketing livestock
20. Take one farmer cooperative with which you are familiar and answer the following questions about it:
 - a. What is its name?
 - b. Where is its headquarters located?
 - c. When was it organized?
 - d. Why was it organized?
 - e. For what purposes do farmers use it?
 - f. Do you or your family ever use its services?
 - g. For what do you use it?
21. Briefly explain the difference between a farmers' cooperative association and a general business corporation like General Motors.
22. In the field of marketing, what is the difference between an operating cooperative and a bargaining cooperative?
23. As a part of this Co-op Quiz, we wish to find out things that you would like to know about farmer cooperatives—either about cooperatives in general or about some specific cooperative. In the space provided below, write 3 different questions which, if answered, would help you know more about farmer cooperatives.



This year 150 young people took part in annual meeting of Minnesota Association of Cooperatives, Minneapolis—a pioneer venture. Here a group of them work out questions to ask panel of cooperative leaders, with everybody better informed on co-ops at end of final quiz session.

Minnesota Takes Youth Into Co-op Circles

by JAS. L. ROBINSON
Federal Extension Service.

ITS pioneer effort in inviting young people to take part in its annual meeting brought calls for more of the same to the Minnesota Association of Cooperatives, St. Paul. Over 150 members of 4-H Clubs, Young Men and Women groups, Future Farmers of America chapters and Future Homemakers of America groups looked, listened, lent a hand, and learned at the 2-day meeting, October 31 and November 1.

Because this joint meeting was so successful, MAC will continue each year to invite about the same number of young people selected by their local co-ops, preferably as an award for their accomplishments in the cooperative field.

First plans for this young people's undertaking took shape on the way back from the American Institute of Cooperation at Purdue last August. In a special bus chartered by MAC, 37 young people, together with Harry Peterson, Executive Secretary of the State association, and several youth leaders talked over the idea of having a youth session at the 10th annual meeting of MAC. The young folks right there selected four members, one from each of the youth organizations, to work with adult leaders in planning the event. And Harry Peterson later secured the cooperation of a strong group of adult

leaders of youth from educational services and cooperative organizations.

Young people had a part in each of the general programs with the cooperative officials at MAC's 10th annual meeting, and first Statewide youth conference. In the opening session Mary Ellen Marcotte, 4-H and FHA member and joint conference chairman, talked on "Youth Looks to the Future." At another session two young people presented a story of their trip to Purdue in colored slides. Twenty-seven of this group showed up for the MAC meeting wearing a special yellow ribbon attached to their badge with the word "Purdue" printed on it.

First special youth session on Monday morning was divided between a report by four young people on their trip to Purdue, colored pictures of the trip, and demonstrations by young people. Howard McClarren, Director of Youth Education, American Institute of Cooperation, told them about youth and cooperatives around the United States.

The afternoon session was broken up into several groups to suggest questions for the next morning's quiz, with a general session selecting the list of questions to be used. I also talked about "Cooperatives Need Young People."

At the banquet on Monday night the Winona FFA Chapter received its plaque as winner of the American Institute of Cooperation award for the Middle West. Afterwards the young people had a recrea-

tion and square dancing hour.

On Tuesday morning John Heckman, Farmer Cooperative Service, discussed "The Role of Cooperatives in Our Economy." A co-op movie followed.

At this final youth session a panel discussion uncovered what "Youth Wants to Know." Four young people, again one from each of the four youth organizations, asked questions of a selected panel of cooperative leaders. Not only the youth representatives but managers and directors of farmer cooperatives went home better informed following this quiz session.

The young people also voted their thanks to MAC for inviting them to hold their special conference along with its annual meeting. They expressed the hope that the plan would be continued. When this proposal was presented to the general meeting later on Tuesday, the adult body promptly approved.

...

FFA Boys Compete in 3 States

More than 152 Future Farmers of America chapters in New York, New Jersey, and Pennsylvania have entered the 1956 FFA Crop Demonstration Program. Cooperative G.L.F. Exchange, Inc., Ithaca, N. Y., sponsors the program, now in its fourth year. Retail agencies of G.L.F. provide up to \$30 worth of materials to chapters that take part and FFA boys demonstrate up-to-date farm practices as a chapter activity. In each State, chapters judged in the top 10 percent receive \$50 awards and chapters in the second 10 percent receive \$25 cash.

Creamery Offers Heifers

One 4-H Club and one Future Farmers of America Chapter in selected counties in Minnesota can each win a heifer. Under a matching-fund plan, Land O'Lakes Creameries, Inc., Minneapolis, will put up part of the money along with local funds to pay for the heifer. At the local county fair, the 4-H Club and the FFA Chapter with the greatest number of points will take home a heifer to be raised by a member. The heifer becomes his property after he gives her first calf to the County Fair Association to continue the award program.



A claim of being the southernmost FFA chapter in the United States had no bearing on the fact that South Dade FFA Chapter, Homestead, Fla., was one of four regional winners in A. I. C. contest. Members' hard work and their outstanding achievements earned this chapter honor.

Florida Dares To Say It's Different

A YOUNG Florida boy couldn't resist the opportunity to do some high-humored bragging about his Future Farmers of America chapter and Florida cooperatives at the American Institute of Cooperation.

In his talk at the youth session on Monday night as a representative of one of the four winning regional F. F. A. chapters, the South Dade F. F. A. chapter, Homestead, Fla., James Sanford kidded his Texas and California counterparts with these remarks—"We can claim there's something different about the cooperatives in South Dade County down below Miami.

"Not only are our cooperatives the farthest south of any in this country, two of them even have names to bring that out. One of our local sponsors is the Farsouth Growers Cooperative Association at Goulds, Fla., and another one that we worked with and sold some of our vegetables through is the Southmost Vegetable Cooperative Association at Florida City."

Then Sanford enlarged on his claim of being different by throwing out an agricultural challenge to both Texas and California. He took this daring stand on Texas with these words, "Our chapter is not only the southernmost chapter in Florida, but also the southernmost in the United States . . . Probably some Texas

F. F. A. chapter will start a branch office or something across the line in Mexico about 50 miles south of the border so they can claim they're the farthest south."

Then getting down to a serious vein, Sanford explained what his chapter had done to be one of the regional F. F. A. winners of the national A. I. C. Cooperative Leadership Contest and a share in the \$2,000 expense award. He told how its 90 members worked together and marketed their calves, poultry, tomatoes, potatoes, and pole beans and secured farm supplies cooperatively.

During the past year the chapter received a total of 188 hours of instruction on cooperatives and other organizations affecting farmers. The boys spent another 72 hours on field trips and 56 hours on demonstrations. For the 12 chapter projects they sold \$3,758 worth of products, they sold another \$5,393 worth of products through the chapter co-op, and realized \$11,278 through other farmer cooperatives in the area. They bought \$4,400 worth of farm supplies through the chapter co-op.

The South Dade chapter visited 20 cooperatives and other businesses serving farmers, and devoted many man- or boy-hours to other activities that helped them win this national honor.

Youth Hold Their Own With Best of Adults

Around 800 youth came to this year's Institute—girls and boys who gave a lot to as well as took a lot home from the meetings. Their ability to conduct meetings, talk up with the best of the adult speakers, and their knowledge of and interest in cooperatives gave an added lift to the sessions.

They attended the all-youth orientation session on Monday morning; then that night's session was the Youth Recognition Program. The four Future Farmers of America Chapters who were winners in their regions each had one of the boys explain what they had done to win this award, a share of the \$2,000 expense money for travel to the Institute.



Member interest breathes life into co-ops—an Institute axiom. Interest and participation in co-op activities paid off for these winning FFA, 4-H and YMW club members, awaiting their turn on the Music Hall stage to collect the prize money they won.

These chapters also had exhibits showing their work in one of the main meeting rooms. The winners were Delmar (Del.) Chapter FFA; South Dade Chapter FFA, Homestead, Fla.; Winona (Minn.) Chapter F. F. A.; and South Cache Chapter F. F. A., Hyrum, Utah.

The same night also saw \$50 checks for Outstanding Leaderships in Cooperative Activities presented to 25 winners of State 4-H and YMW Club contests.

Tuesday most of the youth went on off-campus tours to farms and cooperatives in the vicinity.

Discuss Many Subjects

Wednesday morning's all-youth program saw a number of young people representing national and international rural youth groups discuss many subjects—

among them Young Cooperators Train Youth, Cooperatives in France by a visiting French farmer trainee; What Do A. I. C. Youth Owe the Folks Back Home?; and What Do Farm Cooperatives Owe Farm Youth? Joint chairmen of this morning meeting as well as the Monday night youth and adult session were David Rentschler, National 4-H Club representative, and William Gunter, Jr., president, National Association F. F. A.

Wednesday afternoon was devoted to a special youth program, breaking up into 30 sectional groups to discuss five basic topics—What Cooperatives Do We Need in Our Community?; Farm Income Decreases—Cooperative Need Increases; Cooperative Education—How We Do It; How Cooperatives Improved Our Marketing System; How Cooperatives Enrich the Home and the Community.

These sectional groups each had an organizational chairman, a youth chairman, an adult consultant, and four panel youth members. Typical session was one on How Cooperatives Improve our Marketing System. The youth chairman started out with a brief exploration of the topic, then introduced the panel members. Each of them talked about 10 minutes on this subject, then the youth chairman summarized the highlights of the panel talks. After this, the meeting was thrown open to questions, all appropriate and penetrating. The organization chairman and consultant sat in the rear of the room with the youth chairman and the panel members given full responsibility for conducting this meeting.

After the formal meetings broke up, youth really fell into the swing of things—the square dances, that is. Only thing lacking was enough girls to go around, a natural thing to happen since boys only represented the F. F. A. chapters. Some of the girls from the 4-H clubs took their parts on the programs, as well as on the dance floors, with more than full credit.

• • •

GLF Helps Sponsor FFA Work

Ninety FFA Chapters in New York will cooperate in a program planned to help narrow the gap between agricultural research and farm application. Under sponsorship of the Cooperative GLF Exchange, Ithaca, N. Y., Future Farmers will hold crop demonstrations in 1954 to prove the benefits to be gained by following newer farm practices now recommended by the New York State College of Agriculture.

GLF is supplying each participating chapter \$30 worth of materials. These chapters have submitted demonstration plans for review to a Crop Demonstration Committee made up of representatives of the State Bureau of Agricultural Education, the Extension Service at Cornell University, and the GLF. These are returned with suggestions for making the demonstrations more effective.



IN this setting, Mrs. Alyce W. Lowrie, director of information, Agricultural Council of California, Sacramento, is surrounded by six Future Farmers of America. At lower right is Richard Johnson, Jr., assistant executive secretary of the Council.

The FFA'ers were the six regional winners of the Council's annual farm co-op quiz contest, sponsored by 20 major farmer co-ops in California. Over 3,900 youths competed. The Council will send the final winner to this summer's session of the American Institute of Cooperation at Raleigh, N. C.

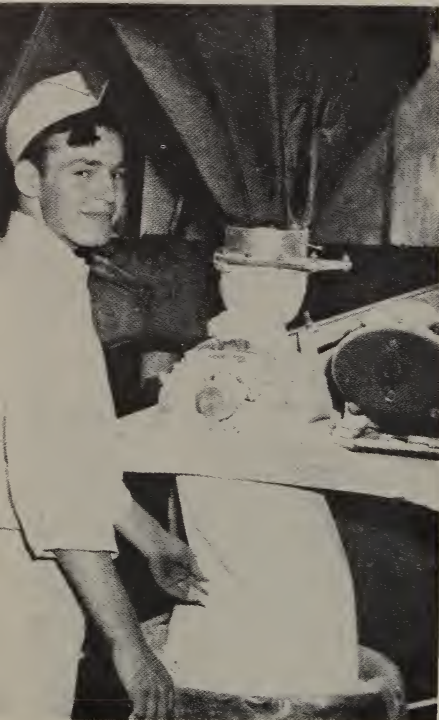
People in the picture are taking time out from their part in the Young People's Leadership Training Conference, at Asilomar, Calif. Some 250 young men and women from 17 to 30 years, representing all rural young peoples' organizations in the State, came to the conference. This is the seventh consecutive year

the California Farm Bureau Federation, Beverly Hills, has held the conference.

Held Informal Classes

Informal classes covered farmer cooperatives, parliamentary procedure, public speaking, policy development and execution, leadership development, rural sociology, recreation leadership, and officer responsibilities. The young people also heard speakers and participated in a talk meet on the topic, The Place of Agriculture in our Nation's Economy.

The conference each year strives for a balance among educational, spiritual and recreational objectives. Helping to guide the activities were representatives of the American and California Farm Bureau Federations, California State Polytechnic College, University of California, the Agricultural Council of California, and the clergy.



Boys Were Co-op Bosses For A Day

FFA boys from Beaver Creek, Ohio, took over the management of Miami Valley Milk Producers Association, Dayton, Ohio, for a day. One of them, Henry Routzohn, is shown with the roller dryer used to produce dry skim milk powder, packed in bags and drums.

coming FFA-for-a-day plans. After this, in class the boys studied marketing and co-operatives, comparing co-ops with other businesses.

Several days before the boys took over the management, a committee of the FFA Chapter visited the association office to talk over the individual assignments of class members.

pricing and other activities of the association.

Because of these preparations, the boys gained actual work experience, not limited to theory. In advance they learned that many situations to be handled that particular day would be entirely unexpected — just whatever happened that day. With other activities more or less routine, the boys shared a typical day with the regular staff.

When "A" Day dawned, nine FFA'ers showed up for their tasks. Two boys couldn't make it because they were ill. Bright and early a little after 7:30 a.m., Warren Koogler came in to punch the time clock, and start

by MARGARET QUICK

Director of Public Relations,
Miami Valley Milk Producers Association,
Dayton, Ohio.

"**Y**OU CAN study hours and hours about how to ride a bicycle but you can't ride it until you actually get on and start pedaling." That's what J. Ralph Harner, vocational agriculture instructor, says about his Beaver Creek (Ohio) Future Farmers of America class and the lessons they learned when they managed the Miami Valley Milk Producers Association, Dayton, for a day.

For several years Ohio State University's Department of Agriculture Education has been building a program of "Working Together in Teaching Farm Marketing and Farm Cooperatives." To further this aim, Mr. Harner, Leslie C. Mapp, general manager of the Miami Valley Association, and I meshed our ideas on how to teach these youths about cooperatives, and on more effective ways to use the co-op's facilities in the teaching program. In outlining the milk marketing co-op for study, we came up with "A" (Association) Day, a plan to let the class members take part in a day's activities of the co-op. Thus the FFA'ers had a chance to put into practice their motto "We Learn By Doing."

About six weeks before "A" Day, the school principal, Mr. Harner, and the FFA class listened in on the association's annual meeting. Here everybody learned of the



On the left is Leslie C. Mapp, general manager of the co-op, talking over management problems with Dale Hotopp, FFA manager for the day who helped make major decisions for running the co-op.

Each student was briefed on the work of his particular department for the day, the department head he would work with, and how that department fitted into the whole organization.

Class members were not the only ones to prepare ahead of time. MVMPA's general manager called the association department heads together and explained the purpose of the project to them. The group reviewed the boys' assignments and planned to encourage the boys to work along with the regular employees as much as possible.

The day before the boys worked with the association, a representative of MVMPA spent 1½ hours with them, reviewing the co-op's organization and structure. He explained the organization chart he brought along, and answered questions about milk

At the close of the day all the boys sat down together in the general manager's office for a "summarizing session."



his job of helping load the delivery truck with Dairy Maid butter. Through the day, he and the butter salesman delivered butter to grocery stores and other wholesalers.

The rest of the boys arrived about 8:45 a.m., as soon as they could drive in from the school located about 12 miles east of Dayton. Each one punched an especially prepared time card, using the time clock of the regular hourly rated employees. At the end of the day, Mr. Mapp gave each boy a check for \$1. The boys also took home their time cards.

Acting as general manager of the co-op for the day, Dale Hotopp, president of the Beaver Creek Chapter, sat at the main desk. He helped with telephone calls requiring decisions, handled mail, and helped with department heads and employees who came with their problems. According to plan, several of the other boys called Dale to ask for decisions about problems arising in their departments.

Jerry Campbell, chapter vice president, went along with the fieldman on his day's calls. They solicited memberships, fixed equipment, and tried to iron out difficulties arising at the dairymen's home base.

Chapter treasurer Bob Sweeney spent his day in the accounting office learning how milk and cream checks are figured, how to write them, and other intricacies of the department.

Typed Letters to Members

Dick Brewer, secretary of the FFA Chapter, took over the office of public and membership relations. A typing student, he typed letters welcoming new members to the Association, and to dairies notifying them of new members. During the day a representative from the market administrator's office came in to check new contracts, inspecting signatures and the like. The chief dairy inspector of the Dayton division of health also appeared with notices of bacteria counts and copies of warning and cut-off letters to producers with high bacteria counts. "How do you keep it all straight?" asked Dick.

At the reception and sales desk, Bill Smalley waited on butter and buttermilk customers, sold supplies to dairymen, and answered the telephone. He also received calls.

In the creamery, Bill Johannes worked hard receiving cream, testing it, churning butter, wrapping it, and loading it, along with a score of related duties.

In the supply equalization plant, FFA'er Russ Miller, together with Henry Routzohn received milk and operated the huge roller dryer. They also loaded and helped store big drums and bags of dry skim milk powder.

Vo-ag teacher Harner spent the day with the boys, dividing his time among them.

Thus he was able to see each of them in action, and watch the total program as it flowed along.

At noon, the boys as guests of the association ate lunch with the department heads they worked with in the morning.

About an hour before they had to go back to school, all of the boys and as many of the departments heads as could make it gathered in the general manager's office for a "summarizing session." Each boy reported on his own experience, so the entire group could get the whole organization picture. Said Bill Johannes, "Never saw so much butter in one place in my life." Commenting on his job as general manager, Dale Hotopp observed, "Cows down on the farm must be working overtime."

Back at school the next two days, the boys studied cooperative milk marketing, and related their personal knowledge of this activity to other types of farm product marketing. Mr. Harner used their experience with MVMMA as a springboard to study and understand other farmer cooperatives.

The day after the trip to the association, FFA State Supervisor, E. O. Bolender, unexpectedly visited the class on a routine

class.

Publicity Carefully Prepared

Careful preparation went into the publicity for this project. Local newspapers got advance notice of the plans, and were alerted for pictures and a story. When the first boy started to work, a reporter and a newspaper



Eugene Christ, creamery manager, showed Bill Johannes how butter quarters are cartoned.

photographer were on hand to greet him. Noon edition of one of the papers carried a story with pictures, and copies of this paper went to the boys before they left the association offices.

All during "A" Day, pictures of the boys at work were snapped, and these pictures went to interested persons and organizations. Beaver Creek Chapter took a set to use in a chapter display at the county fair last summer.

Members of Miami Valley Milk Producers Association read a report of "A" Day in their membership publication, the *Miami Valley Dairyman*. Comments from members have been favorable.

But what was the main impact of the program? In evaluating the project, Mr. Harner felt it was especially important because it provided a practical demonstration in one area of the boys' farm experience, "worth many hours of classroom work." Only one of the boys came from a family now dairying or selling milk. "Most of the boys will work on farms as owners or tenants, and they will take with them a better understanding of marketing," said Mr. Harner. "Farmers as a whole have spent a lot of time and money on production. We've spent years in working with farmers and farm groups urging better quality production. As a result we've given far too little attention to marketing."

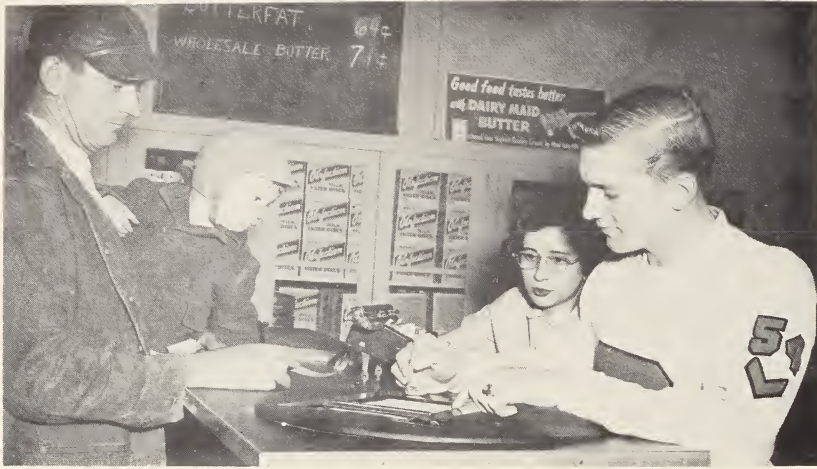
"The boys were very serious about the



Ray Hawker, association fieldman, and Jerry Campbell, look over a contract for membership after a day together soliciting memberships, fixing equipment, and going over other problems in their schedule of visits to members' farms as part of "A" Day plans.

visit. The boys reported to him the details of their experiences, getting his favorable comments. Besides this, each boy wrote a report to the school principal and the superintendent. These two also felt the program was well worth while.

Each boy wrote a summary of his association assignment. Each also wrote a letter to the department head he had worked with, thanking him for the opportunity and mentioning what impressed him most at the association. The teacher, too, wrote a letter thanking the association on behalf of the



One of the FFA boys made out orders for supplies at the cooperative's reception and sales desk.

opportunity and the experience throughout the entire time," Mr. Harner said. "None of them seemed to regard it as a lark or a chance to be out of school for a day—as predicted by a few who knew of the plans."

Vo-ag Teachers Interested

At their annual conference in Columbus, the state's vocational agriculture teachers showed considerable interest in "A" Day. Several wanted to know how the activity was organized, what the results were, and how Mr. Harner graded the project.

Mr. Harner recommended this type of program as a continuing activity for his class, in alternate years. The present state program combines the junior and senior vo-ag classes—to study farm engineering one year and farm management the next. This cooperative project came under farm management.

From the standpoint of Miami Valley Milk

Producers Association, General Manager Mapp felt that the activity could be repeated with profit with other FFA groups. A weakness showed up, however, in the amount of time consumed for the small number of boys. It would be relatively impossible for MVMPA to duplicate the program for every FFA Chapter in the marketing territory of around 30 counties. If we repeat the project, some means may have to be worked out to include more class groups at one time.

The association is all for developing a vital, cooperative program with vocational agriculture instructors and others leaders of young farmer groups, and to make co-op facilities available to them as a market educational laboratory. "A" Day is not the only way we can accomplish these objectives, but it is an interesting addition to the efforts we have made in the past. And it will serve us as a guidepost for a more complete program in the future.

tilizer from a local co-op.

Helped the Community

Among the community services the chapter provided to farms on a cooperative basis were cattle spraying and irrigation. Besides visiting local and neighboring co-ops, chapter members attended co-op meetings, both local and State. The boys worked with the Farm Bureau, Farmers Union, Soil Conservation Service, Commodity Stabilization Service, and the Indian Service. They also worked with Boy Scouts, the younger 4-H and the Oklahoma Fish and Game Department programs. Chapter members helped the Ft. Cobb Chamber of Commerce conduct agricultural shows and fairs. They also helped the Ft. Cobb Rotary Club with its Rural Youth Program.

On the 80-acre farm it owns, the chapter has 110 head of swine, 10 registered beef cattle, 200 poultry, 20 acres of alfalfa, 7 acres of oats, 20 acres of feed grain, and necessary farm equipment.

In announcing the Ft. Cobb chapter as the winner, J. K. Stern, President of the AIC, said, "The achievement story of the Ft. Cobb chapter illustrates how farm boys through a learn-by-doing program are learning about the important part farmer cooperatives play in solving farm business problems".

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Ft. Cobb F. F. A. Nation's Best

TOP honors for outstanding leadership in farmer cooperative activities went to the Ft. Cobb, Okla., F. F. A. Chapter in the 1953-54 nationwide contest sponsored by the American Institute of Cooperation.

Its 1,000-word report with action pictures detailed the varied and unusually broad cooperative activities of the chapter. Its 30 members spent over 475 hours during the school year in education and training on cooperative organization and operation. They covered co-op activities involving beef cattle, swine, fruits and vegetables, cotton, seed, feed, fertilizer, insurance, building construction, rural electrification, rural telephone and rural fire control.

The chapter purchased nearly \$10,000 in farm supplies and marketed products worth \$36,000, not counting a sale of shorthorn cattle bringing in \$29,000, half of it for individual members. Members also bought almost \$6,500 worth of supplies and sold over \$39,000 worth of their products through local or State-wide farmer cooperatives.

For members with swine projects, this F. F. A. chapter has a cooperative insurance program. Beef cattle are insured through the Oklahoma Farm Bureau Insurance Company. The chapter and members bought \$2,400 worth of vaccines, insecticides, and minerals. They also purchased \$4,200 worth of feed, seed, and fer-

Boys' Saturday Work Gives Dual Returns



Each week two different boys from the FFA Chapter at Grayson, Ga., work Saturday mornings at Farmers Mutual Exchange, Lawrenceville, a branch of the Cotton Producers Association, Atlanta, Ga. Their work led the boys to set up a chapter co-op.

by M. A. McDONALD

*The Cotton Producers Association,
Atlanta, Georgia.*

THE time and muscle spent by two different boys each Saturday morning in a Georgia cooperative have been giving a lift two ways—to the boys with their classroom work on what cooperatives are and do and to the cooperative and its place in the community.

These boys from the chapter of Future Farmers of America at Grayson, Georgia, take turns getting both fists into cooperative work as actual employees of the Farmers Mutual Exchange, Lawrenceville, Georgia. Working in relays of two from 8 to 12 on succeeding Saturdays, these boys confirmed to me that they now know a lot more about co-ops than they'd ever have gotten from listening to their teacher tell them or reading it in a text book . . . a good example of the principle that what the hands do the mind understands.

In spite of the fact that the Lawrenceville community has been a seat of cooperative activity for some 20 years, and Grayson is only five miles away, many of the boys and their families had limited information and experience about cooperative planning and operation.

The co-op has living evidence of the value of the program because of the number of parents and neighbors of the boys who have pulled open the co-op's door for the first time and walked in to look around—with some of them becoming patrons or members.

Many of the farmers in this area are part-time operators who depend upon industrial Atlanta for jobs to supplement their farming income. This means that the younger family members themselves, and the family as a unit of operation, must take on more of the responsibility for the farming operations than in other full-time farming communities.

During the past school year, the FFA chapter in the local high school at Grayson began to study cooperatives. The teacher, Lloyd J. Williams, worked with the boys on this study as a classroom activity. They then called on Donald Williams, manager of the Farmers Mutual Exchange, at nearby Lawrenceville. Classroom work on cooperatives took up 60 hours last year, with close cooperation between the Exchange manager and the chapter individuals throughout.

In the course of these exchanges, the idea finally came up that the boys would understand cooperatives better if they had some practice along with theory. So the chapter decided to offer the services of the boys to the co-op for Saturday morning work.

So the boys began to take their shifts on various Saturdays, working and not as mere observers. Their duties brought them into contact with patrons, and they

actually learned how the business was operated. They placed orders and filled them. They processed sales tickets. They handled the commodities from stock piles to the wagon beds. They also learned how the merchandise was bought, paid for, and handled through the several phases of internal working in the co-op. By the end of July, the various boys had devoted about 236 hours to this Saturday morning work. The co-op made donations to the chapter's funds for the work done by the boys.

The boys in the chapter became so interested in cooperatives that they set up a co-op within their own ranks. Thus, they get a double dose of experience as they work with their own officers and board members, as well as work with the "grown-ups" down at Lawrenceville. With the

(Continued on page 16)

THE Grayson FFA Chapter, told about in this article, was one of the top five chapter winners of the American Institute of Cooperation's nationwide contest for outstanding leadership in farmer cooperative activities.

Top winner was the Ft. Cobb, Oklahoma, FFA Chapter. (See page 11 for more information on what this chapter did to win the award). The other three winners were: Mesa, Ariz., Chapter; Ft. Pierce, Fla., Chapter; and Bremen, Ohio, Chapter.



Boys in Grayson FFA Chapter, with Lloyd Williams, teacher, at lower left, and Donald Williams, at lower right, manager of the co-op where these FFA'ers learned more about it.



One of the four regional winners among the FFA chapters was the Hollister (Calif.) FFA Chapter. The four boys on the right standing in front of their exhibit, represented this California Chapter. At the left is their adviser, John Mortellaro, and Charles Felice, California FFA president. Then come the four chapter winners, Anthony Silva, Phillip Broadfoot, Charles Strohn, and Henry Peterson.

Cross Country FFA Winners

FOUR Future Farmers of America Chapters spanned the country in winning the regional honors of the annual contest sponsored by the American Institute of Cooperation. Top four in this national contest for outstanding leadership in cooperative activities were Hollister FFA Chapter, Hollister, Calif.; Little Lions FFA Chapter, State College, Pa.; Arkansas City FFA Chapter, Arkansas City, Kans.; and J. F. Williams Memorial FFA Chapter, Live Oak, Fla.

These four chapters shared \$2,000 in travel funds furnished by AIC. The funds helped pay the expenses of chapter officers and adult advisors for their trip to the 28th annual Institute conference at North Carolina State College, Raleigh.

At the summer session, Howard McClarren, the Institute's director of youth education, presented plaques to the four chapters. Representatives of these chapters then explained how they became winners to the audience of about 2,300 farm and educational leaders, young farmers and rural boys and girls.

Each of the 19 FFA State champions in the contest also received an award certificate through the Institute.

Purpose of AIC's award program is to help farmers and farm youth learn better methods for handling farm business.

FFA Boys Compete in 3 States

More than 152 Future Farmers of America chapters in New York, New Jersey, and Pennsylvania have entered the 1956 FFA Crop Demonstration Program. Cooperative G.L.F. Exchange, Inc., Ithaca, N. Y., sponsors the program, now in its fourth year. Retail agencies of G.L.F. provide up to \$30 worth of materials to chapters that take part and FFA boys demonstrate up-to-date farm practices as a chapter activity. In each State, chapters judged in the top 10 percent receive \$50 awards and chapters in the second 10 percent receive \$25 cash.

Star Farmer Awards to FFA'ers

In Indiana a Chapter Star Farmer Award will go to the senior FFA member who has the outstanding supervised farming program. Indiana Farm Bureau Cooperative Association, Indianapolis, developed the award and will present the winner with a plaque. His chapter will also receive a circulating plaque. It will carry the name of each year's winner.

A.I.C. Offers Honors to F.F.A. Chapters

ALERT to members of Future Farmers of America chapters throughout the country! Here's another chance for them to tell in 1,000 words or less why their chapter is the best in the State in teaching members how to conduct farm business more efficiently. American Institute of Cooperation, Washington, D. C., sponsors this Cooperative Activity Contest each year.

The chapter emerging as a State winner in a contest sponsored by a State council of farmer cooperatives, an individual cooperative, a farm organization, or a State F.F.A. association, will receive an award certificate.

Then if a committee of agricultural business leaders judges it has proven its superior rating through words, pictures and other evidence, it will select this chapter as a top winner in one of the four regions in the United States. These four chapters will each receive a national award plaque. They will also share in \$2,000 of expense funds to help pay the way of chapter officers and adult advisors to the Institute sessions at North Carolina State College, Raleigh, July 29-August 2.

A.I.C. will accept entries of State winners until June 30.

60% of Top FFA'ers from G. L. F.

New York Empire Farmers are the top 2 percent of New York Future Farmers of America. FFA State Convention named 113 of these Empire Farmers. Fifteen of them were members of Cooperative G. L. F. Exchange, Inc., Ithaca, and 57 were in families of G. L. F. members.



Three of these national officers of Future Farmers of America told how and why they use cooperatives at a recent luncheon given them by the National Council of Farmer Cooperatives. Standing are FFA'ers Bill Sorem, Fred Reed, Jr., Jimmy Willis, and Donald Travis; and John J. Riggle, secretary of the Council. Seated are Mrs. Freda B. Couch, Council treasurer; Malcolm Ellis and Jimmy Dillon of the FFA; Homer L. Brinkley, executive vice president of the Council, and Dr. W. T. Spanton, of the U. S. Office of Education.

acre farm. He is in the midst of a two-year short course—24 weeks to a year—at the University of Maine. This lets him do his own farming and go to school besides.

To quote him directly, "This co-op gives me a better market for my crops than I could get as an individual. I also use other co-ops in my community. I buy fertilizer

FFA Officers Tell Use of Co-ops

A TRIO of the national officers of Future Farmers of America told recently how their co-op christening came early.

Occasion for this was a yearly luncheon given national FFA officers by the National Council of Farmer Cooperatives in Washington. Speaking on the co-op question were Bill Sorem, Central vice president of FFA, from Dundas, Minn.; Malcolm Ellis, North Atlantic vice president, Mapleton, Maine; and Jimmy Willis, student secretary, from McColl, S. C.

Helped Face Farming Facts

These boys, practical farmers from an early age, all reported they found cooperatives helping them face the sometimes hard facts of farming life. They have become alert to the value of such organizations in helping them meet some of their economic problems by actually using them.

Bill Sorem pointed out that coming from a co-op minded state, Minnesota, he came in contact with these farmer organizations early. He had first dealings with them while he was a sophomore in high school. Being in the hog raising business, feed was a big item to him. So he became a member and started getting his feed through the Farmers Co-op Elevator Company, Northfield, Minn. That was several years ago as Bill is now a junior at the University of Minnesota.

In that time he and the other FFA boys in his chapter not only followed practices of their fathers and neighbors in using co-ops, they instituted some new ideas of their own . . . among them having the co-

op mix feed to their own specifications. This feed proved such a potent pound-adder that the older members of the co-op began demanding the same kind of feed, a demand the co-op is now filling.

Bill said, "I live on the same 200-acre farm with my grandfather. He's in the dairy business and up until a few years back I saw him sell his milk through the Twin Cities Milk Producers Association, St. Paul. As a matter of fact he was a charter member of this co-op. However, we now ship to the Land O'Lakes Dairy Company at Faribault, Minn., as we aren't equipped to meet Grade A specifications for fluid milk.

"We buy our gas and oil through the Tri-County Cooperative Association of Northfield. The rest of the family and I have shipped all our livestock to the Central Co-operative Livestock Association, South St. Paul, for many years."

Gives Better Market

Asked why he used these co-ops, Bill replied, "We like Land O'Lakes because it's gotten us a square deal on the butter markets. We feel we own these co-op businesses ourselves. And we're getting more money back. For example, just this fall I'll get \$150 from my earned patronage refunds from the Farmers Cooperative Elevator . . . held 3 years on a revolving fund basis. And believe me I can use this at the beginning of a new school year."

Malcolm Ellis, the New England boy, said he became grounded in the worth of co-ops by using the Maine Potato Growers, Presque Isle, to sell his potatoes, market his grain, and buy his supplies. Malcolm lives on a 92-

through the Aroostook Federation of Farmers, Caribou, Maine."

Jimmy Willis was enthusiastic in telling how co-ops had helped usher in a thriving dairy business for his part of the South. Back in 1946, there were only 4 or 5 dairy farms in his South Carolina county. As the number began to increase, the local market became flooded with milk. So his father and a number of other farmers organized the Marlboro County Milk Producers.

And Jimmy said, "If it hadn't been for this milk co-op, we wouldn't have the 35 or 40 dairy farms in the county and producing milk today. The farmers feel they're working for themselves, not for somebody else through this organization. We cool the milk and then sell it bulk. I know personally how the co-op runs from two angles. I drove the pickup truck one summer so got the co-op business side of the job. Then I've seen how its helped me expand my business until I now have 43 cows and calves in my herd. This co-op gave us a stable market for our milk."

Thus three top FFA boys showed how they were actually using co-ops—not reading about them in textbooks, or setting up practice projects. In this way they, and many other FFA boys like them the country over, are doing the real thing—becoming real members and buying and selling through already operating co-ops.

• • •

A DOUBLE-BARRELED approach aimed at head and hands has been bringing chapters of Future Farmers of America good results for teaching many things, among them cooperative advantages.

In these chapters, official organizations of the vocational agriculture students, the teachers have devised many ingenious laboratory methods to coordinate the theories and skills of the many farm and farm business practices taught. A little later on in this article, examples of how three chapters have brought co-op principles into practice will be given.

But co-op business set-ups for these boys are only a logical sequence. Through

cooperative such bewildering and seemingly academic terms as retains, reserves, patronage refunds, stock certificates and member and nonmember business take on life and have a real meaning. In like manner, such easy to confuse relationships and responsibilities as those between members, directors and managers become clearer in the light of actual experience. In after years, when they become members of the community cooperative, these boys will not be bewildered at these terms and relationships. Thus, they will have an advantage their Dads didn't have.

The members of several FFA chapters are getting this double-barreled benefit from their cooperative activities. The one organized in the FFA chapter of the public schools at Coolidge, Ariz., serves as a good illustration.

The cooperative at Coolidge dates back to 1945. At that time the need for the

forth the eligibility of members, the method of raising capital, handling expenses, and distributing earnings. The bylaws also spelled out the duties and responsibilities of the members, directors, and manager.

According to the bylaws the four directors work out plans for financing and operating the association. These plans include paying for the tractor and determining rental charges for its use. The manager has the job of seeing that these plans are carried out. Thus, he has the responsibility for the care of the tractor and other machinery and of keeping records of its use. The manager is the only official who is paid. He is paid on an hourly basis for the time required outside of school periods. The treasurer collects the rentals and handles the payments.

Junior Co-op Solves Knotty Problems

The FFA chapter sponsored the organization of the cooperative. The chapter loaned the new co-op the money for the down payment on the purchase of the tractor. With this assistance a loan was secured from a local bank for the balance of the purchase price.

The junior cooperative has solved some problems better than a great many of its elders. One of these is the knotty question of how to maintain a membership of active patrons. Many cooperatives find this a hard job. Constant changes are taking place in the farm plans of the members. Some quit farming, others move away or quit growing the crop the co-op handles. So the job of weeding out the inactive members is a hard one.

The problem of the FFA cooperative is greater than that of the grown-ups. Its membership is limited to vocational agriculture students in the high school. These boys graduate and move on rapidly. When they graduate they are not students and thus are not eligible for membership in the cooperative. But the boys have an answer. At Coolidge each boy donates the value of his share of common stock to the FFA chapter when he graduates. Thus, he is no longer a member. The plan assures that the membership is always made up of students as the bylaws require.

The cooperative, however, rewards the graduate for his stock contribution and for his services as a member. His graduation present from the co-op is a permit to use the tractor, on the same rental basis as a member, for 3 years.

Like all cooperatives, the one at Coolidge has to operate on its income. This is secured from service charges. In this case it is tractor rentals. From the rentals collected it pays all expenses. The remainder belongs to the membership in proportion to their use of the tractor. However, the

Continued on page 18

Tomorrow's Farmers Learning Cooperation

their chapter groups the boys have developed a lot of teamwork. They have bought pigs, calves, baby chicks, eggs, seed, fertilizer, plants, trees, farm equipment, and about every other item imaginable. To finance many of the group projects the boys have borrowed money together. Through their many joint activities the boys have learned the give and take of democratic practices. In addition, they have saved money on purchases, made more money on sales, and effected savings on interest rates.

These practices, methods, and benefits are general with FFA chapters throughout the land. However, some chapter groups are killing two birds with one stone with these cooperative projects. Through the projects they get the economic benefits of savings and earnings through group buying, selling, and borrowing. Some are also extending their training axiom of learning by doing by getting a lot of cooperative business lessons as well.

Thus, the second bird hit by the project stone is the educational benefit obtained through formally organizing a cooperative association within the FFA chapter. As stated the boys get the benefits of the economic savings without such an organization. However, with one they get the additional experience of actually running a business. This is valuable experience.

By operating the formally organized

boys to work together was a real one. They wanted to do some farming on their own. After all, that is what they were studying in school. To do this they needed tractors and other machinery. This was during the immediate postwar period and tractors were hard to get. Even if available the operations of each boy would not justify getting one. A co-op to spread the services and costs among all the boys seemed a natural answer.

Business Set-Up Necessary

Distributing the use and maintenance of a tractor over the projects of a number of boys was a complicated and continuous process. It required more planning and supervising than group purchases of pigs or calves which each boy cared for independently. The tractor had to be serviced, a time table kept, appointments made and rentals collected. This called for a business set-up. So the boys and their teacher, Elmo Jensen, set about to work one out.

The organization program was a complete one. Each of the 16 charter members paid in \$10 for a share of common or voting stock. About the same number of boys agreed to use the tractor as nonmembers. Each share of stock made the boy a joint owner and operator of the business. Detailed bylaws were drawn up. These set

Charts Explain Co-ops to Future Farmers

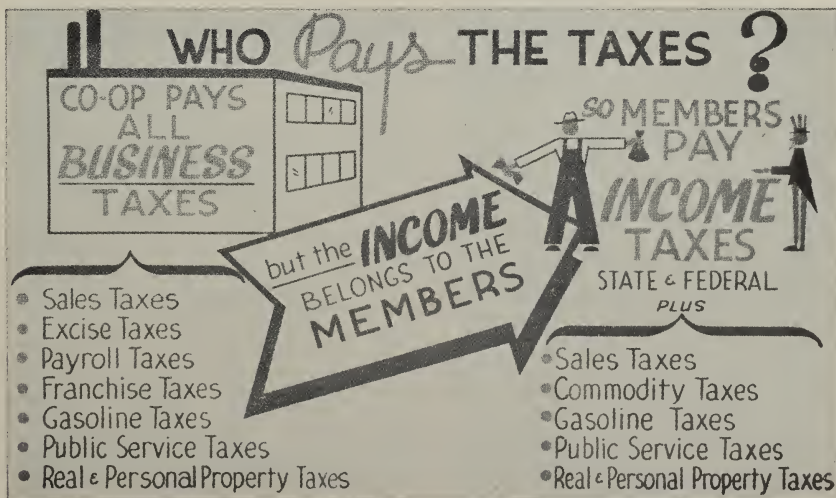
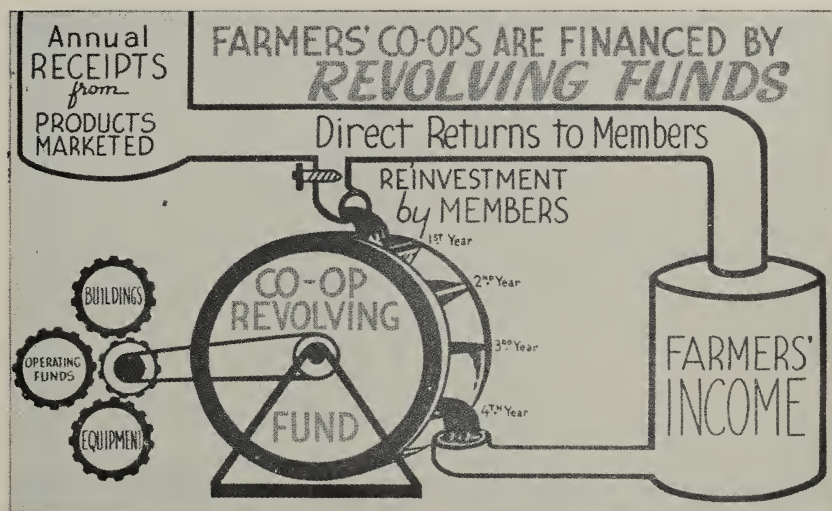
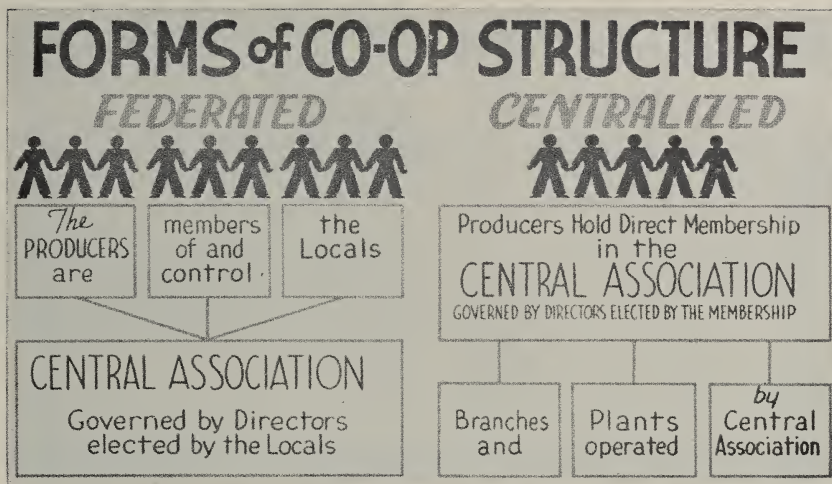
THESE charts draw simple pictures of the answers to three basic questions California high school boys kept asking about farmer cooperatives—particularly while they were getting themselves ready for their Future Farmers of America Cooperative quiz contests.

This year saw the third of these contests sponsored by 11 leading northern and central California farmer cooperatives with more than 1,000 high schools entering. Co-ops in southern California have been sponsoring similar contests for several years. During the first 2 years, the sponsors kept tab on questions asked at the panel sessions. These questions naturally divided themselves up into the three principal ideas portrayed here—co-op structure, financing, or taxes.

This contest combines study of especially prepared classroom material followed by panel discussions and quiz contests . . . all designed to tell the co-op story. It separates into several stages of activities. Each chapter holds its own quiz contest, with the vocational agricultural teacher testing his juniors and seniors with mimeographed quiz questions.

Charts Used at Sectional Contests

Next, the two high individuals in each chapter contest enter the sectional contests. Here representatives of the sponsoring co-ops present a sort of "Information Please" type of session, first giving some general discussion and then answering questions. The charts, used at the sectional contests, help the co-op representatives give detailed explanations on where co-op funds come from, what taxes co-ops pay, and how co-ops are organized. A quiz similar to the chapter quiz then chooses winners to move on to the final State-wide contest.



Co-op helps Indian boys grow into cattlemen

by CATHERINE E. HARDY

Farm Credit Administration.

ON PYRAMID Lake Indian Reservation at Nixon, Nev., twelve young Indians chose the livestock business as their way of life. But it took more than a choice on their part to get into livestock. It took the help of a cooperative—the Indian Cattlemen's Association—and Cliff T. Gelmstedt, Vocational Agriculture Instructor at Fernley High School, to start these youths building steadily toward their goal.

When Gelmstedt started his second year of teaching vo-ag at Fernley, these twelve Indian boys strode into his classroom looking for help and guidance. Four of these boys had already decided on beef farming programs, but the other eight wanted to raise meat rabbits as a preliminary to going into the beef business. Raising rabbits, the teacher felt, did not meet vo-ag class standards as a project. It would not help the boys toward their ultimate goal of growing beef cattle.

Gelmstedt had a choice—he could ask the boys to drop from the class, or try to figure out a way to help them get in the cattle business on a long-time basis. He chose the latter course. First, he found out that most Indian families at Nixon earned their living by foraging livestock on the ranges of the reservation.

Then he talked over the boys' problem with Ross Lyle, Agricultural Extension Agent at Nixon, and E. A. Haglund, State Supervisor of Indian Education. They both recommended the Nixon Cattlemen's Association as a possibility for help.

Necessity had been the mother of this Indian cooperative. Back in 1934 the U. S. Government bought cattle from drought areas and apportioned them among the various Indian reservations. These cattle went to needy families to help them get going in the beef business. As its lot, the Nixon Reservation got 250 head of mixed cattle to be distributed not more than 10 to each family.

There were not enough cattle to go around to all the families applying, and a plan for the "have's" to help the "have not's" came into the picture. Yearling heifers produced by the herds of families receiving Govern-

ment cattle were to go to families who did not receive cattle on the first shipment. Other reservations using the replacement heifer plan also shipped in part of their cattle to help some families get started in the livestock business.

For two years the extension agent handled the distribution of the cattle. Then in 1936, the tribes on the Nixon Reservation organized the Nixon Cattlemen's Association, electing 5 members to stay in office for 3 years. These members, who must be cattlemen living on the reservation, handle many jobs. They distribute livestock and take care of the heifer repayment plan, collect fees for feeding and grazing, buy bulls, inoculate animals, and do related tasks.

With the help of the association, over 1,000 cattle now graze on the reservation's three ranges. Besides, the association has bought several pure bred bulls, and has sent some of its cattle to another reservation to help out other families. The heifer repayment plan is a flexible one, for the association makes allowances for families who have a run of hard luck, or who bring forth a lot of bull calves.

It was to this association that Gelmstedt took his problem. Together they worked out a practical plan. First the student and his parents and the association sign a contract. Under this contract, or agreement, the vo-ag student in his first year gets from the association a six months or older Hereford heifer. In each of the next four years he gets two more heifers. But to be entitled to the cattle, the student must earn a passing mark in his vo-ag class.

Repayment Plan Worked Out

After five years, the association expects the student to have a good foothold in the cattle business and to be able to start repaying heifers. The association has worked out the repayment of heifers on a reasonable basis and included it in the contract. If a student finds he cannot fulfill his part of the contract at any time, he agrees to return the cattle he got from the association. The co-op pays him for any extra poundage the cattle have taken on.

After three years, the students and the association are well pleased with the way the plan is working out. The students are watching their cattle herds increase each year and learning all the angles of the cattle business. The association is providing the cattle,

knowing more heifers will arrive to be passed on to other deserving Indian boys. The reservation as a whole benefits, because the plan encourages the boys to finish their vo-ag projects and incidentally their high school education.

Under the association's plan and the guidance of Gelmstedt, these Indian boys capture triple benefits. They get a start in the cattle business. They learn the latest methods of raising cattle. They improve their education. Descendants of the first Americans, these Indian youths expect to use their knowledge to help bring the reservation a more abundant life.

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Boys' Saturday Work Gives Dual Returns

(Continued from page 11)

chapter co-op they financed, bought supplies, and marketed their products. Much of this business was in turn handled through the co-op at Lawrenceville, again giving a double experience. Seed and fertilizer were purchased from Lawrenceville Exchange.

Farmers Mutual Exchange is a branch of the Cotton Producers Association, Atlanta. The co-op and the FFA chapter therefore made use of parts of the Cotton Producers Association's over-all educational program. We now have a better informed community about cooperatives than ever before. The Cotton Producers Association each year takes a busload of young people to the American Institute of Cooperation . . . the winners of a contest it sponsors among vocational agriculture students and 4-H clubs. This year Ralph Burton, president of the Grayson chapter, received one of the invitations to attend. While pioneering in this "on the job" training program, the Grayson chapter has a long list of other cooperative activities. Among a large group of contestants, they were among the top five in the contest sponsored by the American Institute of Cooperation this year.

The Cotton Producers Association will be reaping dividends from this youth work for a long time to come. For no more forceful argument can be presented than the "learning by doing" program the FFA chapter and the Lawrenceville co-op have used—with the Saturday morning workers proving good co-op envoys in their own homes and community.



Here the family on a farm where youth groups in Ohio held one of their Field Days demonstrates the old-time way of doing farm and household work. Part of a pageant on co-ops, this scene led up to how these associations can help farmers in their much more complex business of farming today.

Dramatized Co-ops For Youth Appeal

by WALTER L. BLUCK

*Executive Secretary,
Ohio Council of Farmer Cooperatives,
Columbus, Ohio.*

TEAMWORK among farmer cooperatives, agricultural extension agents, and teachers of vocational agriculture in Ohio demonstrated a popular and effective way of showing young people the farmer's-eye view of his cooperatives.

More than 1,500 members of 4-H clubs and Future Farmers of America chapters this summer participated in 16 Field Days. Staged at strategic points throughout the state these Days brought to these young people in a dramatic and down-to-earth way the functions and accomplishments of farmers' off the farm businesses. At each Day a pageant staged out on a farm told the story of cooperatives' worth to farmers.

Origin in Need for Better Teaching

The idea for the field days was born a year ago as Max Drake, president of the Ohio Council of Farmer Cooperatives, was discussing with extension and agricultural education staff members at Ohio State University the need for the more effective teaching of cooperative principles and functions to young people. This meeting followed a state-wide series of conferences with county agents, teachers of vocational agriculture, and veterans' instructors. They agreed that co-op subjects were important, but difficult to teach to modern farm youth.

"Why not bring the cooperative services to the farm while the young folks look on?" Drake asked. After all, the farmer owns and

controls his cooperatives, finances them, and with his neighbors, helps call the plays. Dr. Ralph Woodin of the teachers training staff agreed that such visual demonstrations on the farm, with the farmer and his family participating, would be an effective way of making a lasting impression on the boys and girls present. Someone there remembered the sustained interest in the pageant depicting railroad progress, as presented at the Century of Progress in Chicago nearly 20 years ago.

Pageant Chosen to Portray Ideas

Thus was conceived the idea of a pageant depicting in fast-moving scenes how Ohio farmers work together to do through their cooperatives a more economical and effective job of merchandising their farm products and providing for themselves the many services which modern agriculture requires.

Soon the educational agencies and the Ohio Council of Farmer Cooperatives were agreed on the Field Day idea. Taking the initiative, the educational agencies invited all cooperatives to have representatives at district meetings of extension agents and teachers to present the proposed field day plans.

This was done during the winter and early spring months in all 16 extension work areas in Ohio. Voting by secret ballot, agents and teachers in 15 areas pledged support to the plan. In one area agents and teachers

Program directors of local radio stations were masters of ceremonies at the various field Days. More than 1,500 boys and girls in 4-H Clubs and Future Farmers of America chapters participated in the 16 Ohio Field Days.

turned thumbs down on the proposition; in another, the cooperatives failed to give it their support. Dissatisfied with the decision in these areas, Marion and Lorain Counties held field days of their own, making 14 events in which several counties were represented, and two sponsored wholly within a county.

Field Days were a joint enterprise and all committees included county agents, vocational agriculture teachers, and cooperative leaders. Cooperatives took full responsibility for engaging cooperative facilities, trucks, and personnel to stage the pageant on a carefully selected farm in each area.

June 3 was the date of the first field day, and the last one was completed July 9. On the day of the big event, as 4-H and FFA youngsters and other spectators were seated comfortably around the farmstead, co-op trucks and service cars, bearing spokesmen of the various organizations active in the area, moved across the stage in close succession in a fast-moving pageant to show how they serve the everyday needs of the farmer and his family.

Farm radio directors throughout the state were masters of ceremonies. They interviewed the host farm family and the spokesmen for each cooperative as the "Farmer's Hired Men," bringing modern business ser-



vice to the farm. Groups of young people selected from those in attendance, demonstrated how the farmer uses off-the-farm business facilities to buy supplies, provide artificial breeding, central station electric service, obtain both short- and long-term credit, and market his products effectively.

Cooperatives provided ice cream and dairy drinks to supplement the sack lunches brought by the boys and girls. Following luncheon, each field day group made a trip to the nearby trading center to visit and observe both cooperative and other types of businesses during the afternoon.

Each youth taking part in a field day was required to complete an observation report covering the cooperative services discussed at the farm, and a separate report on one of the businesses visited.

Had Largest Youth Group

Eighty-five 4-H and FFA delegates were guests of farmer cooperatives serving 74 counties in a sponsored tour to the American Institute of Cooperation annual meeting. This was the largest youth delegation at the Institute. Committees of county agents, vo-ag teachers and cooperative leaders chose these delegates on the basis of their attendance at and written observation reports about the field day events, and the cooperative enterprises of their 4-H Clubs and FFA chapters throughout the year.

Chartered motor coaches carried the youth delegates to East Lansing, with a visit to the Toledo Zoo enroute. Then, they attended Sunday Evening Vesper Services on the Campus and spent two days at the youth session there. Fifteen of the Ohio delegates served as members of symposium groups discussing "How Tomorrow's Farmers Are Becoming Established."

Learning of the success of the Ohio field days, the Institute had scheduled a re-enactment of the Fremont field day pageant, staged originally at the Dwight Wise farm in Sandusky County. Eighteen Ohio co-ops made the run to East Lansing with their trucks, service cars, and spokesmen, along with the Dwight Wise family. Bob Miller, farm program director of station WRFD, served as master of ceremonies.

Staging of the pageant took place immediately following the youth barbecue, as a concluding feature of the session. Scores of adults joined the youth in observation of the colorful event.

The pageant completed, the young folks toured an automobile plant in Lansing. Next day they visited Greenfield Village and Edison Institute in Detroit and the Ontario Provincial Institute at Harrow, Ont.

Homeward bound, on Thursday, the Ohio youth delegation visited the warehouse of the Toledo Gardeners Association, and the manufacturing facilities of the National Farm Machinery Cooperative at Bellevue.

The experience of the Field Days, the tours and the sessions at East Lansing are proving more than a memory to these farm youths. They are reliving these experiences as they tell their friends and neighbors in school, co-op and other community meetings this fall and winter just how co-ops fit into the modern farm scene.

Tomorrow's Farmers Learning Cooperation

Continued from page 14

cooperative again remembers its sponsoring agency, the FFA chapter. Like money from the share of stock of the graduating member, these patronage savings are paid into the chapter treasury. In 1949 this sum was about \$100.

Along with the lessons in farm business these boys get as members of the cooperative, they also benefit from its services. Through the use of the tractor and machinery the members are able to carry on some real farming projects. For instance, one member in 1949 netted \$1,120 from his cotton. The co-op machinery used made this possible. Without it, he could not have grown the cotton. Such is the case of other members.

As stated, a great many FFA chapters have some cooperative activities. These projects are carried on through the chapter even though they may not have set up a formally organized cooperative. A good example of this method is the program of the Smith county FFA chapter of Carthage, Tenn.

The Smith County chapter of 80 members has a wide array of cooperative activities. For instance, in 1949 the group purchased feed, fruit trees, berry plants, baby chicks, seed corn, beef calves, dairy calves, and 60,000 tin cans to be used by the community cannery. During the same year they sold cooperatively seeds, calves, pigs, and tobacco.

Other examples of FFA cooperative activities are those of the chapter at Duck Hill, Miss. This group of boys has operated a tractor and terracing outfit since 1947. The note at the bank, to finance the purchase, was paid in full at the end of the first year. Items purchased cooperatively last year were corn, fruit trees, and seed. All of the cooperative activities netted the chapter \$1,070 in 1948-49. Through these and other ventures the chapter has accumulated a net worth of nearly \$3,500.

Thus, through all these chapter activities farm boys learn how to work together. They have learned first-hand that many economic benefits can be obtained from group action as well as the business details of getting it done.

FFA Uses Co-ops

For Better Hogs

A RECENT issue of *Country Gentleman* says a vo-ag teacher at Clarksville, Md., set up a perpetual-motion job when he started a swine project in the local chapter of the Future Farmers of America—helping the chapter organize two cooperatives to buy purebred boars in the beginning. Then the chapter found this was only a start that led into other related jobs—disease-control work, swine management problems, and even construction jobs.

This all started in the fall of 1948 when the boys in the Clarksville FFA chipped in \$5 each to add to the funds the Sears Roebuck Foundation makes available to FFA's to form the two co-ops—one to buy a Poland China boar and the other for a Duroc. The \$5 guaranteed free breeding services for the animals of the contributing member while he remained in the chapter. As new members join, their money goes into a revolving fund to buy new boars.

The boys had to build a hog shelter at the school to house the boars. Then they built self feeders cooperatively, remodeled an Army trailer to move the hogs from the school to the farms, built hog houses for home farm use, a portable corn house and feed room, and miscellaneous other projects.

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Bell's Boys Best in U. S.

(Continued from page 2)

and repaired 300 farm machinery items. The chapter and 55 of its members bought electricity from the local REA, and ground 20 tons of feed at a local co-op.

Chapter members traveled around considerably to see what was going on in other co-ops and businesses. Three times they visited the Soweiga Melon Growers Association, Adel, Ga., and once, the Central Florida Rural Electric Cooperative, Chiefland. In Gainesville, they visited Gainesville Livestock Marketing Association, Production Credit Association, and National Farm Loan Association.

On their visits to Trenton they called on the local bank, Gulf Cooperative Marketing Association, Tri-County Farmers Cooperative, and local U. S. Department of Agriculture agencies.

Orlando greeted them with the Fosgate Citrus Concentrate Cooperative, Fosgate Growers Cooperative, Fosgate Growers Fertilizer Cooperative, and the Fosgate Citrus Pulp Cooperative. Plymouth Citrus Growers Association and Plymouth Citrus Products Cooperative also welcomed chapter members. Minute Maid Corporation, Leesburg, and Cummer Lime Co., Ocala, showed them around.

To learn more about actual co-op prob-

lems, members went to 18 meetings of associations, including the Farm Bureau and the Florida Council of Farmer Cooperatives.

Cooperating with 14 farm organizations and agencies took up over 2,500 hours of members' time, on 28 different projects.

With its sponsor, the Tri-County Farmers Cooperative, the chapter worked up a speaking contest with prizes, and stocked a complete set of farm bulletins in the co-op store. The chapter worked closely with TFC, first in buying wood preservative, and then in treating posts and other lumber with it.

Together with the Gilchrist Cattlemen's Association, chapter members helped sponsor and promote a livestock show.

For the Florida Game and Fresh Water Fish Commission, chapter members trapped quail to redistribute on farms. Some of these members also went to Farm Bureau meetings and backed up FB's local program. Members worked with the State Livestock Sanitary Board on hog quarantine, and cooperated with the U. S. Department of Agriculture by demonstrating tobacco grading, sending in crop reports, and helping test watermelons. Members helped the state veterinarian's office promote T.B. and bangs testing programs, and aided a railroad in shipping test loads of watermelons. With a man from the University of Florida, the chapter tested carrying qualities of watermelons.

By giving information to farmers, chapter members helped co-ops such as the PCA and NFLA, Farmers Home Administration, Production and Marketing Administration, Extension Service, and Soil Conservation Service. Members conducted a pasture tour for four agencies, and planted a demonstration plot of improved pasture grass for SCS. Members also helped to form the Suwanee River Livestock Show Association, and to put on its first show.

In its work as leader of community activities, the chapter spent 2,700 hours with 16 school and service organizations. Members worked with the parent-teachers association, the school faculty, and the county health department. These members also cooperated with the town council, the athletic association, Future Homemakers of America, and the Baptist Church. The chapter arranged programs at the Trenton Lions Club, the Trenton Rotary Club, and others. And members worked with the Trenton FFA Chapter to put over a crow killing contest with a bang.

Added Co-op Literature

Chapter members built up their library with more than 100 new publications on co-ops and other farm businesses.

Twelve on-the-job demonstrations occupied chapter members, too. Some FFA's worked on tobacco bed bluemold control, while others showed how to space and fertilize tobacco. Members demonstrated how to strip crops to prevent wind erosion, how to

fertilize watermelons and corn, and worked up a forest fire prevention display. They built and exhibited hog farrowing houses, hog self-waterers and self-feeders, and a homemade chick brooder. Chapter exhibits went to the annual meeting of the Florida Council of Farmer Cooperatives and the parent-teachers meeting.

Local newspapers, with an eye for interesting stories, gave considerable space to text and pictures on the chapter's diversified activities during the year.

"Those of us who have seen the Bell report, and know of the chapter's good work believe that this chapter will be mighty hard to beat

in the national contest this year," prophetically said Mr. Cake. Last year's winner of the Institute's contest came from Florida, too. But because it did win, the Trenton FFA Chapter could not compete this year.

Mr. Cake, in commenting on FFA work in the state, said, "We believe any chapter whose members make the decision to enter this contest, and then really work at it, will receive rich rewards in more enjoyable work together, a better all-around program, and increased member interest, with improved morale and pride in their chapter."

Bell Future Farmers of America Chapter vigorously agrees.

FFA Operation ... Cooperation

by DEAN MCNEILLY

*Director, Agricultural Department,
Modesto High School,
Modesto, California.*

FUTURE Farmers of America—190 of them—are serving out their internship in cooperative business at Modesto, Calif., high school. This FFA chapter has put into operation an actual cooperative ... giving the boys cooperative instruments to learn to use in actual practice.

In addition to coming out with a solid backlog of business experience, these boys make some small earnings from various cooperative activities ... enough to make up their chapter's main source of revenue.

Work Through Committees

The majority of the boys serve on one of the 19 different standing committees—nine of these directly concerned with handling chapter funds. During this school year, these committees will be responsible for handling an estimated \$31,000 worth of business.

Names of the committees picture the type of cooperative work done—Farm Mechanic Supply, Feed and Mill, F.F.A. Supplies, Shows and Livestock, Farm Machinery and Equipment, Nursery, Concessions, Loan and Thrift, and Management.

At the beginning of the year, students volunteer for the particular committee they want to serve on. From these volunteers the executive committee and advisors select six to nine members for each committee. These boys and an advisor are responsible for carrying on all activities that fall in their particular field. They decide

on what projects to work on and are responsible for all purchases and sales to the other members.

The chapter has over \$2,000 in working cash and this sum is prorated to the various committees each year to serve as their working capital. This amount naturally doesn't cover all expenses of the chapter so a good deal of business is done on a short term credit basis.

This year the Modesto chapter bought 55 head of steers at a cost of over \$9,000. It hauled these steers in and sold them to the boys who wanted to fatten for shows or for other purposes.

Another good example of cooperative buying was the purchase of 30 tons of barley to be used in the feed mill. This feed mill is operated both as a business and teaching device. The boys can make up their own rations and mix feed themselves. They can order a mix made up or buy one of 10 mixes kept on hand for various types of livestock and poultry.

The Farm Machinery and Equipment Committee is responsible for the maintenance, operation and upkeep of a tractor, plow, disk, mower, scraper, loader, two cattle trailers and a spray rig. Chapter members bought shares to pay for a large portion of this equipment—the chapter paying them off either through use of the equipment or by buying back the shares from profits realized from rentals.

These examples show how the committees invest money and buy livestock, material, feed, and other items in large lots to take care of the needs of members. Each

Continued on page 27

Maine Council and Vo-Ag Teachers develop co-op course

by JAS. L. ROBINSON

Farm Credit Administration.

UP WHERE the people have always been known for depending on themselves, they've done it again. The place is Maine. The problem—young farmers complained they hadn't been taught enough about cooperation. The result—high-school teachers of vocational agriculture with an assist from the Maine Cooperative Council hewed out a plan to see that other young farmers would start out knowing something about co-ops.

How It Began

It began in a meeting of the Young Farmers' Club at Presque Isle, Maine, in January 1946. The members of that Young Farmers' Club who first complained they didn't know enough about co-ops were ambitious young men of Aroostook County, the Number 1 potato county of the United States. Some of them were college men, a few graduates of the University of Maine. Many of the others had been students and graduates of vocational departments in high schools.

The club had asked Clifford McIntire, a director of Maine Potato Growers and of the Maine Cooperative Council, to discuss farmers' cooperatives with them. Wallace Elliott, teacher trainer at the University of Maine, happened to attend the meeting. Evidently McIntire's talk struck sparks. For it was in the general discussion that followed his talk that the young men said they should have received more instruction about cooperatives.

At this point Elliott asked, "How much more? How much time do you feel should be devoted to farmers' cooperatives in a course in vocational agriculture?" After considerable discussion on the question, the group came to an agreement that in their judgment the minimum should be 2 weeks, and in many situations more time should be allowed.

During the spring a meeting of the executive committee of the Maine Cooperative Council was held at Orono. The Department of Vocational Education took part in the planning. Ray Atherton, marketing specialist of the Extension Service, as secretary of the Maine Cooperative Council, was a leader in this planning meeting. After a good bit of talk, the

group decided to promote a more effective teaching program on farmers' cooperatives. The Council selected a committee to work with vocational agriculture people on the matter. It also set aside \$100 as premiums for the teachers of agriculture who worked out the best courses of study on cooperatives.

Others on the committee in addition to Atherton, Elliott, and McIntire, were Fred Nutter, vice president, Eastern States Farmers Exchange, at West Springfield, Mass., and also president of the Bangor Production Credit Association; Harold Bryant, general manager, Maine Potato Growers, Presque Isle; and Robert Boothby, vice president of the Patrons Andros-coggin Mutual Fire Insurance Co., Auburn, Maine, and director of other cooperatives. This committee worked out plans for the contest to be offered the teachers in three geographical divisions of the State. Elliott and Atherton prepared a basic analysis of the teaching job and a short bibliography of available printed materials.

Then at the State conference of vocational agriculture teachers in August 1946, the teachers took a full session to discuss the problem. The members of the committee were all present and each talked about a phase of the cooperative activities in Maine. The committee explained its plan to the conference and the teachers accepted it. Some material was handed out at the conference and the committee agreed to provide additional information.

In October Mr. Atherton as secretary of the Maine Cooperative Council sent out to the vocational teachers a 20-page mimeograph, outlining the contest plan, the subject matter field that might be covered, a fuller bibliography, summaries of the statements made by the committee members before the summer conference, and special information about some of the Maine cooperatives.

Then it was the teachers' turn to take over the job of working out courses. All over the State during the school year 1946-47, these vocational agriculture teachers took the material given them in the summer conference and whipped it into shape for their own schools. The cash premiums offered by the Council gave an added lure to turn out a crackajack course. After the year's experience in teaching the subject, a number revised their courses of study and submitted them in the contest. These were judged and the three awards

made to David Dodge, Lee Academy; Leo Estabrook, Gorham High School; and Clarence Keegan, Presque Isle High School.

Wallace Elliott then took the ideas offered in the vo-ag teachers' plans and analyzed and combined them into a suggested course of study. Members of the council committee and representatives of the agricultural economics and vocational agriculture staffs reviewed the suggested course. Other suggestions were obtained from the American Institute of Cooperation. Then in January 1948, the plan was issued by the Maine Department of Agricultural Education and distributed to the teachers.

Classrooms as Test Tubes

So with the high school classrooms as a workshop, teachers and co-op leaders worked out courses that would let the coming generation of Maine farmers and farm leaders know more about co-ops. They took ideas from all over the State, fused the best of them together into a course of study, and came out with the plan to fit Maine's needs.

The byproducts of the undertaking may be fully as important as the help the plan will be to the teachers of vocational agriculture. Some of these are:

The vo-ag teachers gained a much broader concept of the importance of cooperative organizations to farmers in Maine.

They were stimulated by the discussions, the undertaking, and the contest, to do a better teaching job.

The Maine Cooperative Council brought to its member cooperatives a greater appreciation of the importance and possibilities of the vocational agriculture teaching program.

These member cooperatives took more interest in the vocational departments and actively supported their work.

The teachers gained greater assurance from this support and felt free to develop stronger teaching programs on cooperatives.

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These boys from the Pittsboro, N. C., chapter of Future Farmers of America, won a 3-day trip with all expenses paid to visit the many co-ops that operate in Rockingham area of Virginia.

papers a chapter winner was chosen for each FFA Federation, a Federation being made up of all FFA chapters in two counties in the State. The grades and number of individuals in each chapter were used to figure the percentage score for the whole chapter. Each winning chapter in this first part of the contest received \$50 in prize money and a chance to enter the competition for the grand winner in the six counties.

The final quiz took place at a barbecue held in Durham and sponsored by Farmers Mutual. The co-op invited FFA officers and teachers from chapters that took part

Mutual Trains for Future Leadership

by MARK DAVIS

*Educational Director,
Farmers Mutual Inc.,
Durham, North Carolina.*

BY THE time he's reached his majority, a co-op father's son may more or less inevitably grow into a co-op membership. Progressive co-op leaders want more than this. They want the young men to grow up to membership. They want youth in the organization, but they want it ready, willing, and, most important of all, able to move over into the driver's seat.

The Farmers Mutual Inc., Durham, N. C., has bestirred itself with this problem. This co-op recognized that all too many farm boys—those who will be the owners and operators of farmer cooperatives in a short time—have only a vague idea as to what such an association is. A year ago it began a concerted campaign of co-op education for boys in six counties in central North Carolina.

The co-op worked through chapters of the Future Farmers of America, proving ground from which many of the best young farmers emerge. Over 800 boys in 21 schools joined in to learn about the organizations they could use in future farming operations.

To get the program started, leaders at Farmers Mutual got together with vocational teachers and supervisors of vocational education in the State. They explained in detail how important it was for the young farmers of tomorrow to have a basic knowledge of farmer cooperatives.

Vocational leaders pitched in to help carry on the proposed program. The

next move was appointment of a committee to work out the approach shots for such a program. This committee, after much thought and deliberation, worked up a contest. All FFA chapters in the six counties competed with each other for prizes offered by Farmers Mutual.

A 21-page bulletin, written for just this purpose, gave the students information on functions, operations, and purposes of farmer cooperatives. A small section in the bulletin gave down-to-brass-tacks information on the types of cooperatives operating in the six counties.

Each Chapter Had Co-op Visiting Day

Then to give the boys the feel of a co-op, Farmers Mutual set aside specific days for each chapter to visit the Durham plant. All but one chapter came. These boys toured the plant and offices. They spent at least 3 hours talking and visiting with the general manager and department heads.

The program allowed for a 2-months period to study cooperatives, and teachers used their own discretion as to just how much time was spent in each school on the cooperative material. To keep the timing right, all teaching material, furnished by Farmers Mutual, reached the teachers by late in February.

The teachers and Farmers Mutual pooled proposed questions to be used in making up the first quiz. Each teacher submitted 10 questions. From these and the co-op's, a quiz of 25 questions was made up and given each student. Each teacher graded his own papers from an answer key supplied by Farmers Mutual, then mailed the papers to the co-op. From this group of

in the contest as well as all the FFA members and teachers from the Federation winning chapters to the banquet. The boys took the quiz at 6, ate at 7, and heard the results during the supper meeting. Grand winner of the final quiz given here was again the chapter with the highest percentage score—the Pittsboro High School in Chatham County.

These 34 boys from Pittsboro and their teacher won a 3-day trip with all expenses paid up into the Rockingham area of Virginia, one of the most active co-op communities in the country. First stop on the tour was Waynesboro, Va., where the group visited the Early Dawn Co-op Dairy, Inc. Here they saw how a small group of Virginia farmers market their milk by pooling their capital and working together. The manager of the plant went into detail explaining how the co-op was first organized, how it operates, how it is financed, and what farmers who own and operate this plant have been able to accomplish by marketing milk cooperatively.

Saw Farms and Co-ops in Virginia

The boys then went on to visit the nest of co-ops down in the Valley of Virginia—the Rockingham Farm Bureau Cooperative, Harrisonburg; the Rockingham Poultry Marketing Cooperative, Broadway; and the Shen-Valley Meat Packers, Inc., Timberville.

They also set their feet down on the soil of outstanding livestock and poultry farms. Thus they not only talked with managers of cooperatives but they had an equal opportunity to talk with farmers to see what they thought of their own or-

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Agricultural "Quiz Kids" here are getting the horn and a red light for the wrong answers and the green light for correct answers. This was part of the program at the first clinic held for the younger generation by the Dairyland Cooperative Association, Juneau, Wis. The planning committee worked out a fine mixture of audience participation and fun, and a concentrated dose of education.

Dairyland trains future members NOW!

by W. GIFFORD HOAG

Farm Credit Administration.

VOCATIONAL agricultural students . . . 105 of them . . . from eight high schools in Dodge County, Wis., together with their instructors, can no longer be listed among the uninformed and, therefore unappreciative, second or third generation whom we often hear about in co-op circles.

The Dairyland Co-operative Association at Juneau decided that if co-op clinics were good for officers, directors, and members they were also good for the younger generation of future farmers. Therefore, in cooperation with the Wisconsin Adult and Vocational Education Board, and Milo K. Swanton, executive secretary of the Wisconsin Council of Agriculture, Owen Owens, educational director of Dairyland, planned such a session. They outline the purposes of the clinic thus: (1) To stress the reasons for development of cooperatives, (2) to answer questions and to clarify the position of cooperatives, and (3) to assist vocational agricultural instructors in teaching the subject of cooperatives.

When the planning committee got through they had worked out a program that consisted of a fine mixture of audience participation, entertainment, and a concentrated dose of education. The cleverly compounded concoction apparently went a long way to produce understanding on the part of the students. The program opened with introductory remarks by T. Christ-offerson, Dairyland's general manager. He pointed out that Dairyland's way of doing business helped to safe-guard the future of young farmers. Therefore, he explained, young farmers should know and be interested in their cooperatives so that

they might intelligently guide the marketing of their farm products and the purchasing of their farm supplies.

Then Owen Owens, Dairyland's educational director, who sparked the program, explained the history of farmers' cooperatives in Wisconsin, starting with the Ann Pickett cheese cooperative, founded near Lake Mills, Wis., in 1841. Interludes in his discussion of the history of cooperatives in Wisconsin were arranged to provide students in high schools an opportunity to put on skits which illustrated the high points. For example, students from the Waupun high school, under the direction of their teacher Howard Turner, presented "The First Cooperative Established in Wisconsin."

Student Skits Successful

Students from the Mayville high school, directed by Gregory Buechel, presented a scene from the founding of the Patrons of Husbandry in Wisconsin in 1870, which became known as the Grange. This scene illustrated the important influence of the Grange on the development of cooperatives in that period.

The students of the Beaver Dam high school, directed by their instructor Glenn Thoeny, reenacted a scene from discussions in the meetings of the Wisconsin Society of Equity in the early 1900's when that society was the main driving force behind the cooperative movement. This scene centered around a series of committee reports given at a committee meeting.

The last skit presented a picture of a modern, centralized dairy cooperative and the principles for which it stands. Two young men from the Columbus high school enacted this scene and were coached by instructor James Motl.

After the students had become thoroughly attuned to cooperative ideas

by this review of cooperative history, C. G. Berst, sales representative for Dairyland in Chicago, concluded the forenoon program with an explanation of how terminal markets operate.

After lunch the program was divided in two parts. The first was a panel discussion on the subject "What Cooperative Specialists Say About Cooperatives." Prof. Asher Hobson, chairman of the Department of Agricultural Economics at the University of Wisconsin, discussed the nature and extent of cooperation in Wisconsin. He explained the fundamental differences between cooperatives and other types of corporations.

"The Frame-work of a Good Cooperative," was the panel subject of H. M. Knipfel, secretary of the St. Paul Bank for Cooperatives at St. Paul, Minn.

"What Cooperatives Do for Marketing" was explained by Merrill Richardson, marketing specialist, State Department of Markets.

Milo K. Swanton, executive secretary of the Wisconsin Council of Agricultural Cooperatives, discussed cooperation among cooperatives, and "Education and the Cooperative" was the topic explored by L. M. Sasman of the State Board of Adult and Vocational Education.

Students Ask and Answer Questions

The talks were followed by 30 minutes devoted to answering questions asked by the students . . . and they had plenty of questions after this long period of discussion! The panel members were amazed at the quality of the questions and the thought which lay behind them. They also expressed the feeling that students were at perfect ease and were straightforward in discussing the subject.

The second part of the afternoon program consisted of a quiz conducted by Prof. R. K. Froker, Department of Agricultural Economics, University of Wisconsin. The student audience was divided in three groups and each group chose two boys to be their representatives in the quiz program.

Professor Froker, with the aid of a loud horn and a red light to signify a wrong answer, and a green light for the correct answer, proceeded to act as Professor Quiz. The members of the panel and members at the preceding session acted as judges. Professor Quiz' questions about cooperatives were based on material which was discussed in the course of the clinic. The students showed their interest by cheering loudly for their representatives in the contest.

At the close of the contest the judges decided which groups answered the most questions correctly and small awards were made to the winners.

Those who attended the clinic, includ-

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Vo-Ag teachers tie cooperation into courses

Managers and directors . . . you can help teachers in your territory by calling their attention to successful methods for teaching cooperation developed elsewhere and offering to help in any way the teacher chooses.

by JAS. L. ROBINSON

Farm Credit Administration.

FRONT line experience should be passed on to where it counts—in this instance to vocational agriculture teachers. Then they can keep from jamming their guns by using the methods other teachers have tested on local proving grounds for teaching how to use farmer cooperatives. Many experienced teachers have already found the kind of ammunition to fit into a program that puts these points across to their students . . . the high school boys joined into chapters of Future Farmers of America or the young veterans already farming and taking on-the-farm training.

If teachers in your territory haven't developed their own method of teaching these subjects you may be able to help them develop a program.

Example of Job Well Done

For one instance of a job well done take E. A. Hutchinson who has taught vocational agriculture at Clintonville, Wis., for the last 25 years. His program rates so high that he appeared before the central regional conference of State supervisors and teacher trainers at Chicago to describe the program he has worked out to teach about farmer cooperatives and the effects this program has had in the community.

Back some 10 years ago, Mr. Hutchinson began teaching his classes of high school students and adult evening class members about artificial insemination. He had found many dairymen depending on the service of bulls furnished them for the feed by cow dealers. He was so eager to hurry up the improvement of dairy cows in the community that he learned to be a skilled technician himself long before there were any artificial insemination rings in the State. Then a few years later he helped organize the artificial insemination work of the Badger Breeders Cooperative at Shawano—about 15 miles from his school. This year a census of his 85 vo-ag students showed that 75 per-

cent of the farms represented were using the artificial insemination service.

As another step in improving local dairying, a Junior Testing Association was organized in the Clintonville vo-ag department, and 40 boys are now keeping records on their home herds. The boys get the milk weights for the cows, bring the samples to the school, make the tests, and compute the production. The school provides the materials and equipment for making the tests. This program spread to the older generation and a number of fathers joined the regular testing association on an owner's sample basis after their boys had completed the school work.

The vocational program under Mr. Hutchinson's able guidance has also led to the organization and continued operation of four spray rings among farmers who want to improve the yield and quality of fruit from their home orchards. A poultry improvement program resulted in nearly all farmers keeping a single breed of laying hens. In addition cooperative purchases of quality seed grain and young fruit trees have improved production.

This chapter of Future Farmers of America is also the cooperative owner of 17 pure bred gilts maintained on a chain basis. The chain has been in operation for 12 years. Each new member pays for his gilt with the first choice gilt from his first litter. Farmer members who have pure bred herds provide free boar service for the chain gilts. These FFA boys each year also buy from 20 to 35 steers through the Green Bay branch of the Equity Cooperative Livestock Sales Association. They feed these steers out, then, in most cases, the steers are killed for home use and frequently stored in home freezer units.

Classes Visit Co-op Plants

To get a first hand acquaintance with how local co-ops work, the classes make three trips a year to study their plants. In their second year when they are studying dairying they visit the Consolidated Badger Cooperative at Shawano. In their third year as part of the marketing course they visit

the Badger milk plant also at Shawano. Then in their senior year in farm management class they make the trip to Green Bay to learn about operations of the Equity livestock co-op. At home in Clintonville, the class can get additional material from a mutual insurance company, a cooperative petroleum supply firm, and the offices of a national farm loan association all located there.

Another Wisconsin teacher, M. S. Murray of Cameron, follows along similar paths in teaching cooperatives. In his own words, "Farmer cooperatives are taught as one phase of the entire business organization. Cooperative marketing is one way in which a farmer may be able to get more for his products. I like to give the boys as clear a picture as I can of all forms of marketing."

"As to the out-of-classroom experiences we try to provide visits to both cooperative and noncooperative markets and business places. Our students are encouraged to make a thorough study of their needs both in selling their products and in buying their supplies."

Veterans Also Get Practical Help

Down at Bloomfield, Iowa, C. G. Stiensmyer, the vocational agricultural teacher, supervises four veterans instructors who have 100 veteran trainees in their classes, all studying under the on-the-farm training program. He has found the personnel in other agricultural agencies particularly helpful in this teaching program. The G. I. group, with special help from Mr. Stiensmyer, organized an artificial insemination ring. It now has about 150 members with 2,500 cows. A trained technician has been employed to service this county-wide association.

At Oskaloosa, Iowa, the FFA Chapter moved in a little different direction . . . still strictly practical, however. It is the cooperative owner and operator of a tractor farm machinery outfit. The boys sold shares at \$5 each to raise the money for the purchase. They now own tractor, power sprayer, disc harrow, tiller, power mower, scoop, and disc terracer. Most of this was bought from army surplus and is inventoried at \$1,680. They plan to buy a plow and cultivator later. A good deal of custom work is now being done and the net receipts are used to pay off the shares. When the time comes that the chapter completely owns the equipment, it plans to restrict its use to instructional purposes.

Still keeping close to actual farming operations and needs, for 3 years the Story City FFA chapter has conducted a cooperative certified seed oats project. It was started by selling one or two shares valued at \$5 each to its members. This entitled the member to buy up to 25 bushels per share of the seed at 25 cents a bushel less

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Part of the Cassopolis (Mich.) FFA chapter and some of the farm machinery which they own and use cooperatively through their FFA chapter.

work in its everyday affairs. In fact, cooperation in some form is interwoven into almost every chapter activity.

The boys who make up the Cassopolis chapter each have their separate farm programs as well as an over-all farming program operated by the chapter as a whole. The boys cooperate with each other in both phases of their program.

Working together through the chapter, the boys brought in 19 purebred Duroc gilts and boars from Indiana and Illinois to introduce a new blood line in the community.

Each boy agrees to give one gilt to the chapter to give to another boy. He keeps

Cassopolis FFA Learns by Practicing

by W. GIFFORD HOAG

Farm Credit Administration.

COOPERATION is easy to preach but often hard for many people to practice. The Cassopolis (Mich.) Future Farmers of America chapter does an exceptional job of learning cooperation by practicing it in its day-to-day operations. Cooperation . . . both formally and informally organized . . . enters into almost every phase of this chapter's activities.

For example, the Cassopolis FFA chapter owns \$25 worth of stock in the Cass County Cooperatives, as a result of patronage refunds on its purchases of fertilizer, certified seed potatoes, seed corn, and alfalfa seed.

One of its accomplishments . . . one this FFA chapter is justly proud of . . . is the fact that in both 1948 and 1949 its team won the \$100 prize offered by the Michigan Milk Producers, Detroit, in the State-wide parliamentary procedure contest. Michigan Milk Producers sponsors this contest because it believes that, in doing so, it is helping to train future leaders for all types of rural organizations. It believes men who know and understand parliamentary procedure will do a better job of running their cooperatives, farm organizations, civic groups, governmental units and civic and church organizations.

And here is the value of the contest as seen by Luke H. Kelly, executive secretary of the Michigan Association of FFA:

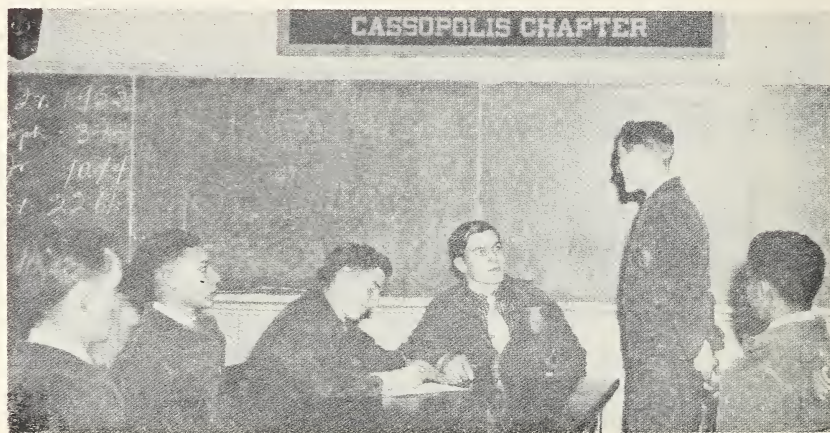
"We, of the State office, are very enthusiastic about the results which have been attained in this contest. I would not hesitate to say that this contest has done more to improve the FFA chapter, officer

organization, district and regional programs in the program of the Michigan Association of FFA than any other contest.

"The results are also not limited to the FFA. We find, in talking to the principals of high schools and the superintendents of schools, that the parliamentary-procedure

the original sow and the rest of the pigs. Before a boy gets a sow, he must show the chapter he has enough corn to feed the sow and pigs.

The dairy co-op in the chapter bought three heifers for \$450 last year. The \$100 Michigan Milk Producers' prize that the



The parliamentary procedure team of the Cassopolis FFA chapter won the first prize of \$100 in the State-wide contest sponsored by the Michigan Milk Producers, Detroit. This was the second time that the Cassopolis chapter won this contest. It is but one of its many cooperative projects.

contest has trained officers that have been outstanding as class officers in the high schools. We have been going long enough now so that we are beginning to see the results of the training in junior and adult farmer organizations. We commend this program very highly."

But the Cassopolis FFA chapter finds many ways of putting cooperation . . . one of FFA's basic principles . . . to

parliamentary-procedure team won was the down payment. The chapter borrowed the rest at the local bank.

That brings us to how the boys cooperate in their financing. The chapter makes loans up to \$25 to boys to finance their individual farm operations. Each boy who wants a loan must tell the credit committee how he is going to use the loan and how he expects to repay it. The interest

rate is 2 percent. Boys who need larger loans get them from the local bank, but only after the chapter's credit committee has approved the boy's farming program. These larger loans are cosigned by the boy's parent and the interest rate is 4 percent.

Going hand-in-hand with the credit program is another cooperative project—insurance. Each boy who receives a loan must take out insurance to cover the loan. The boy pays a premium of 5 percent for his insurance and the chapter matches that amount if the money is needed in the insurance fund.

The chapter owns \$2,300 of machinery, including a tractor, which the boys can



Clarence Ampey, first Negro to be chosen a State Star Farmer in Michigan, is now operating 275 acres under a father-and-son agreement.

rent at a rate one-half of that reported as the average by the Department of Agricultural Economics of Michigan State College. Any boy who misuses the machinery as determined by the chapter's machinery committee is "set-down" or "grounded" for 2 weeks.

Boys Earn Money and Run Farm

The boys earned \$100 picking apples. They put the money in the chapter fund and used it to send representatives to the International Livestock Show at Chicago. All prizes won by the chapter as a group also go into the chapter fund to finance various activities. Last year the boys also earned money for the chapter by putting up 100 tons of hay on shares.

Acting cooperatively the chapter bought 19 tons of hay and 23 tons of protein supplement for its members and handled it at cost for the members. These projects both made sizable savings for the boys.

The boys also cooperate in running the chapter's 125-acre farm which they rent

along with a barn to store hay and feed. On this farm which they have rented on a 5-year lease so they can develop a soil-building program the boys raised 40 acres of corn, 20 acres of wheat, and 19 hogs, and fed 9 steers at the barn. The chapter plans to build corn storage soon. The boys raise the crops on shares and sometimes buy the owner's share if they need it in their farm programs.

Everything Strictly Business

All of these projects are handled on a businesslike basis. A separate committee handles each project and is responsible to the chapter and vocational agriculture teacher, Ross Beatty, for carrying it out. The chapter farm is in charge of a farm manager and assistant manager. Boys who live on part-time farms and don't have enough work at home to keep them busy work on the chapter farm and are paid for their work out of chapter funds.

At the beginning of each school year the chapter draws up its program and budget for the year with the advice of Mr. Beatty. The president and vice president of the chapter talk over the program with G. H. Dornay, superintendent of schools for Cassopolis. He then submits it to the school board for approval as an educational project. Each expenditure is made by check and is accompanied by a requisition signed by the president and vice president of the chapter and the teacher. Then the requisition and check go to the superintendent of schools for approval and auditing.

The cooperative idea doesn't stop with the FFA chapter. It radiates out through the whole town of Cassopolis. In addition to the helpful financing of the local bank the merchants put up \$1,000 as prize money for the chapter's various projects.

What effect does all this cooperation have on Cassopolis and farm families in the surrounding countryside? Mr. Beatty believes it is already improving the agriculture of the community. Formerly a vocational agriculture teacher in Kansas, he took on the job at Cassopolis

after the war because he felt that he could make a real contribution in such a community where the average farm was not of the best. He feels the boys' farming projects are gradually bringing about better farming practices in the community. Already four of his students have established themselves as independent farmers. Ten other young farmers are helping operate the home farm under a father and son agreement.

A good example of how the program is working out is that of Clarence Ampey, the first Negro to be a State Star Farmer in Michigan . . . about 15 percent of the chapter are Negro boys. Clarence and his dad are operating 275 acres of land. That's an expansion from the 80 acres his father owns and was operating before they joined forces. The additional land is rented. The Ampeys grow 56 acres of corn, 8 of alfalfa, 70 acres of wheat, and 36 of oats. The balance is in hay, pasture and woods. Young Clarence who owns half the machinery gets half the proceeds from the rented land and one-third of the proceeds from the home place.

Since Clarence went to farming with his dad they have improved their hogs—they are raising 19 this year—they began to lime their new seedlings and they have modernized their barn where they now milk seven cows. Yes, the milk goes to market cooperatively, of course, through the Constantine Cooperative Creamery.

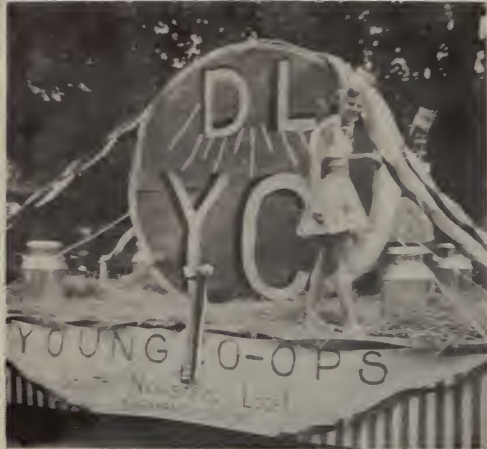
The spirit of cooperation has not gone unrewarded in State FFA circles either. The Cassopolis FFA chapter won the gold award . . . the award going to the best five FFA chapters in the State . . . for both 1947 and 1948.

Know How To Make Co-ops Work

Having learned to work together for their mutual benefit the boys as they go out from Cassopolis' FFA chapter will undoubtedly find many ways to cooperate with neighboring farmers in the years ahead. They will make better members of cooperatives too because they are old hands at making them work.



Don French, assistant farm manager, for the chapter and Ross Beatty, vocational teacher, with the hogs being raised on the chapter farm.



With this prize winning float at Akron, N. Y., Fourth of July Parade, the Young Cooperators attracted favorable attention to themselves and to their co-op parent—the Dairymen's League.

by W. GIFFORD HOAG

Farm Credit Administration.

WHERE will your cooperative be 25 or 50 years from now? Many cooperative members wouldn't want to venture a guess. Many cooperative leaders have been considerably worried about how to get an understanding of the value of their cooperatives over to their second generation members. No method, of course, is foolproof, but that being used by the Dairymen's League Cooperative Association, Inc., New York City, certainly promises a bright future.

Its fourth annual Youth Leadership Training Institute held at Cazenovia Seminary at Cazenovia, N. Y., early this fall was the climax to its program for the year. There it gathered together two representatives from each of its local Young Cooperator Clubs to put in an intensive week of well-rounded training. These boys and girls in many cases will undoubtedly be the future leaders as well as members of this cooperative.

Not only did these outstanding young

Dairymen's League Training Future Leaders

people learn why their cooperative was organized, how it functioned, and what its problems were, but they also made an intensive analysis of their own basic philosophy and learned how to organize and conduct recreational programs among their local groups, how to organize games, to lead singing, call square dances, and to put on dramatic skits.

Naturally they had a lot of fun and good times together, but the serious side was uppermost in their minds. When serious discussions were cut off by time limits, these young cooperative leaders asked permission to use part of their lunch hour or their "free time" from 4 to 6 in the afternoon to continue these discussions. Thus they were willing to give up the only times during the day when they could squeeze in unscheduled events since their program went from 8 o'clock in the morning until 10:30 at night... a mighty full day.

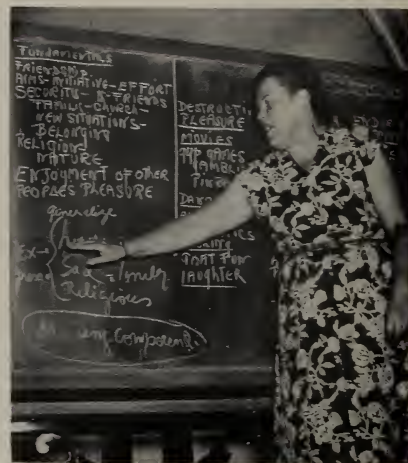
Youth Activities Affect the Co-op

Although they only started in 1940 the Young Cooperator Clubs are already having their effects on the parent organization. District representatives of the League testified that many of the new members during the past year could be traced to the activities of the Young Cooperators. Some were young cooperators who had started farming themselves; others were farmers whom the young people had interested in their cooperative. Some early Young Cooperators have already taken their places

as officers of their county adult organizations.

The present and future impact of young aggressive minds on the future of this organization can be guessed from the comments of a 16-year-old girl on the fact that some of the local adult organizations met only once or twice a year.

"Are some of our county leaders lying down on the job?" she asked. "If they aren't holding monthly subdistrict meet-



Mrs. Ruth Norris leading a discussion on the subject, "Fundamentals of Leadership," at the annual Youth Leadership Training Institute.

ings how can they carry members' ideas to their monthly meetings in New York City?"

If that spirit becomes widespread among these Young Cooperators, the Dairymen's League can look forward to the future with an assurance of increasing vitality and aggressiveness instead of a decline when their second generation members take over the reins of office.

During their afternoon meetings these Young Cooperators who are training for future leadership heard representatives of the cooperative explain its problems and policies. At the evening sessions, or "sit-downs" as they were called, reports came in from various young people's groups. At one of these typical sit-downs, the question under discussion was how to hold better meetings. Some of the suggestions brought out included:

1. Make the meetings more interesting.

Most of the sessions of the Youth Leadership Training Institute, such as this practice teaching class being conducted on the lawn of the Cazenovia Seminary, are very informal. This year the New York State Grange joined in sending some of its young people and their leaders to this Institute sponsored by the Dairymen's League Cooperative Association for training "Young Cooperators" as leaders.



2. Combine supper, meeting, and recreation.
3. Set the time when not too much else is going on.
4. Work with other groups to put on such things as tours to visit co-op plants.
5. Include everyone in the fun.
6. Try out different times for holding the meetings.
7. Find out members' real interests.
8. Have a variety of programs to interest more people.

Getting Cooperation of Adults

Another question discussed at this same sit-down was how to get better cooperation from the adult groups for the work of the Young Cooperators. Some of the suggestions brought out in these discussions include:

1. Put on square dances because parents who don't dance like to see them.
2. Hold a banquet and put on a panel discussion of why the youth group needs adult support.
3. Have the Young Cooperators appear on adult programs.
4. Invite adults to all youth meetings.
5. Occasionally meet at the same time as the adults so that both groups can come together.
6. Get parents to understand the purpose of Young Cooperators.
7. Report on Young Cooperators' activities to the adult group at their regular meetings.
8. Have both adults and young people on a panel.
9. Have young people's representative sit in with adult group to report back to young people on what the adults are doing

The Dairymen's League Cooperative Association was one of the first large marketing co-ops in the country to establish a home or family department in recognition of the need for including wives and children in their member relations work.

Louis R. Bruce, Jr., the present supervisor of the Young Cooperator Department of the Dairymen's League, started some of the early groups of Young Cooperators in his home county when he served as president of his county Dairymen's League organization.

The lead article in the September *American Magazine* tells how Louis Bruce, a full-blooded American Indian, has become a successful farmer and cooperative leader as well as a leader in Indian affairs. President Harry S. Truman recently honored him as the outstanding American Indian.

in order to show the older people that the young people are interested in their affairs. This suggestion went on to propose a quiz to see what the young people got out of the report.

In their early morning sessions the group discussed some of their fundamental ideas of life. For example when they discussed happiness they went down the list of pleasures and classified them as permanent, temporary, and destructive. Singing went into the temporary class. Smoking went into the temporary and destructive class and so on down the list. These analyses of their feelings, ideas, and convictions may seem far afield from cooperation. But as Louis Bruce, Jr., the supervisor of the Young Cooperator activities, pointed out, "We are training leaders here. If we teach these young people to understand themselves and the people they work with they will do a much better job of getting others to work with them. Before we get through our week of analyzing, we will have led right up to a discussion of just what good cooperatives are in our daily lives."

Learn to Know Effects of Activities

The training in recreation, leadership, games, and dramatics were all with the idea that these young people need to know how to carry on the extracurricular activities of their Young Cooperators' groups in the communities in which they live and later the cooperative itself. With this in mind they discussed just what effects the various games, skits, and other forms of entertainment had on the participants or the audience. Armed with this type of analysis, they will not only be ready to put on entertainment programs but also decide which forms would best accomplish the aims they had in mind.

The staff of the youth leadership institute was made up of specialists in cooperation and recreation. In fact, this fourth annual session was participated in by 15 junior members of the Grange and the Grange had their National youth director, Wib Just, and State director of membership expansion, Harry Graham, as members of the Institute Staff.

Other members of the staff were Mrs. Gertrude Corfman, assistant supervisor of the Young Cooperator department; Mr. and Mrs. James Norris, members of the New York Theatre Guild, and the staffs of National and Eastern Cooperative Schools for Group Organization and Recreation; Mrs. Ellen Linson, former recreation director, Cooperative League of the U. S. A.; Ruth Pat Emerson, assistant to dramatic director, New York Cooperative Recreation Workshop.

The expenses of \$30 for each delegate for the week were paid by the Young Cooperators Club he or she represented or the local adult organization with which the club is affiliated.

The whole week was pointed toward the stated objectives of the Young Cooperators:

1. To develop an understanding of the philosophy of cooperation, of cooperative marketing principles, and to apply these to their own organization.
2. To make farm life so attractive that boys and girls prefer it as a vocation and recognize it as a profession.
3. To acquire experience and knowledge of Democracy through cooperative group action.
4. To develop and train good citizens and leaders in rural communities.
5. To discover satisfying recreation and leisure-time activities and train rural leaders for it through Recreation Institutes.

It is hard to calculate just how much effect this week of training will have on the 45 groups of Young Cooperators scattered throughout the New York Milk Shed. However, it doesn't take much imagination to see that it will result in better planned programs being carried on by these groups. In many cases it has lifted the sights of the adult organizations with which they are affiliated. In future years other adult groups will be affected.

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FFA Operation... Cooperation

Continued from page 19

committee tries to make 3 to 5 percent on its operations in order to build up reserves which can be used in turn to make further savings for the chapter members.

The chapter handles all sales through sales tags. It gives these tags to the committee secretaries who record all sales and purchases. A public accountant on a part time basis keeps complete records of all phases of the business.

To date the system has been working out well. The amount of business has increased steadily and the quality and efficiency are also improving.

Hidden Benefits Also Important

However, we believe the hidden benefits to be the most important—the education and training the boys are receiving now which will pay dividends to them and their communities in later years. The members of this Modesto Future Farmers of America chapter are learning to work together, to cooperate for maximum benefits, and to take advantage of the opportunities offered by cooperative purchasing of their needed farm supplies.

Modern Vets Cooperate on Historic Battlefield

by JAS. L. ROBINSON

Farm Credit Administration.

AT A GREAT battlefield of another war . . . Gettysburg . . . veterans of this last conflict are carrying over the teamwork they learned at the front into civilian life. Having seen the life or death need for working together during the war, they have now joined forces to provide themselves with farm machinery.

The Veterans' Harvesting Association is the official name of the group that was organized to solve the machinery problems of veterans now taking agricultural training in Adams County, Pa. These young farmers are learning how farm cooperatives work while they are learning the answers to many of their farm problems. The co-op's equipment is also being used on a custom basis, with other servicemen in training having priority over other nonmembers.

A group of seven young farmers took equal shares in the association and bought a combine, baler, and bale loader. They financed these purchases with credit partially secured by their several GI loan guaranties. In addition to this, they put up cash, also on an equal share basis for each machine separately, and bought a corn picker, two wagons with beds, and a corn sheller. Not all the group took shares in every machine.

Owners Have First Choice

Of course, the owners have priority over others in the use of the machinery. Owners pay no charge for use of the machines bought for cash, and have a lower charge than nonowners for use of the financed equipment.

All payments by owners and for custom work are received by the secretary-treasurer who applies the receipts on repair bills and reduction of the loan. The rates are fixed annually by vote of the owners—on an acre basis for the combine and per bale for the baler and the loader.

At least one of the owners must be present when the machinery is operated. Where used for custom work, therefore, an owner usually furnishes the tractor power. One of the members has been selected also by vote of the group to arrange schedules for use of the equipment. In case a machine breaks down while in operation the owner in charge is

responsible for having it repaired and the bill is sent to the secretary-treasurer.

The owner is expected to make minor repairs for anything that may go wrong while he is operating the machine. Some of the members had to be given training in this type of work so they could take proper care of the outfits. All equipment is insured against fire, personal liability, and property damage.

The agreement provides that all receipts above operating expenses be applied to payment of the loan. After this is repaid any balances on custom work will be divided equally among the owner who have equal shares in the machinery. Any surplus from owner work will be divided in proportion to use made of the equipment by the owners on a patronage refund basis.

Owners may sell their shares but must first offer them to the group, and any new owner must be elected to membership by them. The number is limited to seven to insure all owners adequate service.

The group has found that distances up to a 7-mile radius out of Gettysburg are no material handicap to use of the machinery which is all on rubber tires. Ready communication, however, is important. The group was careful in organizing to accept only members with a cooperative attitude. The undertaking and management have been carefully planned, and some of the members have given untiring efforts.

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Vo-ag teachers tie cooperation into courses

Continued from page 23

than the certified seed oat price on the December 1 market. Actually the yield on the 16-acre field allowed them 24 bushels per share, after holding back enough seed to plant the same sized field the next year. Shares were applied on the purchase.

The second year, this was made a full chapter project with 20 acres for seed. The seed each year was grown under a contract with a farmer in the community. The members made part of their repayment by delivering to the farmer as many bushels of feed oats as they were getting for seed. In return for the necessary care required to keep the crop clean and unmixed the farmer was allowed to keep seed for a

like-sized field the first year, and 60 bushels the second year. The chapter members were responsible for the roguing and re-cleaning necessary to maintain the purity of the seed and actually did it themselves.

Moving over to the neighboring State of Illinois, at Norris City the FFA Chapter operates a mutual insurance pool for members carrying on sheep projects. The member pays into the fund 5 percent of the value of his animals. If he has a loss he is paid 50 percent of the value immediately. Then at the end of the year he receives as much of the balance as the funds remaining in the pool will pay. Last year on ewes valued at \$50 each the members received \$40.

Many vocational agriculture teachers also keep on a down-to-earth tack when teaching credit as their students can apply it to their own farming.

In Indiana a beginning veterans instructor who had only recently come there from another State told me his experiences in teaching credit. His veterans were largely first generation Americans, sons of European immigrants. Their response to text book information and class discussion about borrowing money was cold. When, however, the matter came up on visits to their farms they talked credit freely. He helped a number work out their credit problems, some of them with the Production Credit Association. He had found some of the veterans already members of the cooperative.

One of these veterans he worked with wasn't making progress and some people had little confidence in him. A tractor bought with a PCA loan gave him a chance to operate a business large enough to challenge him. A couple of neighbors worked closely with him. From his milk check and sale of hogs he paid off the loan before the end of the year. The instructor himself had previously known but little about the PCA, but this year he became a member and used it to finance his own farming operations.

Not so many miles away in the same State another instructor found it took five lessons on credit to satisfy his veterans. They made a careful study of lending agencies and their terms, including credit unions, Farmers Home Administration, production credit associations, banks, insurance companies, and national farm loan associations. The instructor also was called on to give individual help on the financial problems of his trainees. Several obtained short-term cooperative loans, and he helped two obtain long-term credit ones.

Teaching Short Term Credit

N. N. Rowe vo-ag teacher at West Salem, Wis., and Kenneth Cade, in the same position at Veedersburg, Ind., use similar methods in teaching the use of short-term credit. They begin by a few days study of credit and then each carries

his pupils through the process of getting a PCA loan.

Mr. Cade takes his students to a farm and together they talk over a loan suitable for its situation. They value the livestock and machinery and may assume there is a certain indebtedness on the farm or the livestock. Then each boy makes out an application. The other papers are made out later and then each boy decides whether or not he would approve the loan if he were on the PCA loan committee.

Mr. Rowe allows each boy to make out an application for a PCA loan, encouraging them to use a situation with which they are familiar, but not necessarily the home farm. He acts as secretary-treasurer and sees that they work out the needed details. Three boys are selected as a loan committee and pass on the applications. This committee is active for 21 days which gives the members time to do a good job preparing their applications. During this time a number of the cases are argued pro and con in the class.

Now let Irving Gerhardt of East Madison, Wis., tell in his own words how he handles the subject of credit:

"The consideration of farm credit usually is given greatest emphasis at or near the beginning of our general unit study of farm economics and management. It is my procedure to select a farm in our community which can be used by the classes as a laboratory or problem farm. I always attempt to select an average sized farm for the community and owned perhaps by one of the better farmers of the community.

"Our classes then made repeated field trips to their farm for detailed inspection and analysis purposes. It is assumed that each student is inspecting this farm which he expects ultimately to buy and operate. After much factual information such as topography, and types and fertility of soil are recorded, the students automatically run into the questions of:

1. How much is this property worth?
2. Where and how can I get the money I will need to purchase and operate this farm?
3. What legal procedure must I be aware of and understand in purchasing this farm?

"At this point we analyze and study the entire field of farm credit. In addition to making detailed classroom analysis of all types of credit, it is our procedure to do the following:

1. Invite the local banker to speak to the class on types of credit offered by his institution and the procedure necessary to obtain it.
2. Invite representatives of the production credit association, national farm loan association, and Farmers Home Administration, to give the same information asked of the banker.

3. If possible, we invite some farmer making use of credit to appear before the class and give his views and experiences.

"Of course, we encourage the actual use of credit on the student level in financing farming programs. Many of the students secure funds on a short-time basis from some of the sources previously mentioned. In our study of cooperatives, it is our custom to have the students visit one or more local cooperatives and among other bits of information, analyze the financing and types of credit available to such concerns.

"Finally, our young farmer and adult classes frequently have discussions of types of farm credit. Perhaps the most practical analysis is developed with these students in that many of them are assisted in obtaining both short and long time types of credit. Much the same procedure is followed in making the study of farm credit with these older students except that frequently the preliminary farm field trips are eliminated."

It seems pretty generally true, then, that vocational agriculture teachers all over the country stick to teaching on an entirely practical basis—something the students can get a grip on and use for themselves. In addition to actually forming and using both farmer cooperative groups and credit agencies, a good many of these teachers mentioned some aids to their courses they have been getting from the Farm Credit Administration. These included circulars and other printed materials, and motion pictures on farm credit and farmers' cooperatives. By adding methods to results, these teachers have come out with programs their classes can use to crack a good many of their farming problems.

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Mutual Trains for Future Leadership

Continued from page 21

ganizations. Also, the county agent, E. B. Morse, of Augusta County, spent 6 hours with the boys explaining what the different cooperatives in the county were doing and how farmers had been able to overcome many of their problems by working together.

The youngsters who took part in Farmers Mutual cooperative quiz now have a much clearer picture of cooperatives in their area. They know the differences between cooperative and private business—they are more interested in the business their parents own.

And when the time comes for them to take over the roles their parents now hold, they will be better qualified to carry on their cooperative. Since the

farm youth of today are sure to inherit the cooperative responsibilities of tomorrow, we think it is a good idea to prepare them for their inheritance.

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Dairyland Trains Future Members NOW!

Continued from page 22

ing the students of the Randolph, Rosendale, Waterloo, and Horicon high schools, believed they had had a very worth-while day and many asked that it be repeated in the near future. A review of the material presented shows that much careful thought and planning went into the session. Mr. Owens, and those cooperating with him, are to be congratulated on developing an extremely effective method for interesting young farmers in cooperatives. This plan may well be the key to draw back the curtain that now seems to keep young farmers from understanding the real importance and significance of the cooperatives their fathers and grandfathers . . . yes, mothers and grandmothers . . . established by long, hard work and struggle. Thus they can be prepared to take their places on the firing line and be ready to really utilize their inheritance.

Cross Country FFA Winners

FOUR Future Farmers of America Chapters spanned the country in winning the regional honors of the annual contest sponsored by the American Institute of Cooperation. Top four in this national contest for outstanding leadership in cooperative activities were Hollister FFA Chapter, Hollister, Calif.; Little Lions FFA Chapter, State College, Pa.; Arkansas City FFA Chapter, Arkansas City, Kans.; and J. F. Williams Memorial FFA Chapter, Live Oak, Fla.

These four chapters shared \$2,000 in travel funds furnished by AIC. The funds helped pay the expenses of chapter officers and adult advisors for their trip to the 28th annual Institute conference at North Carolina State College, Raleigh.

At the summer session, Howard McClarren, the Institute's director of youth education, presented plaques to the four chapters. Representatives of these chapters then explained how they became winners to the audience of about 2,300 farm and educational leaders, young farmers and rural boys and girls.

Each of the 19 FFA State champions in the contest also received an award certificate through the Institute.

Purpose of AIC's award program is to help farmers and farm youth learn better methods for handling farm business.

by JAMES L. ROBINSON

*Senior Extension Economist,
Farm Credit Administration.*

FARMERS' cooperatives and the vocational agriculture department of the high school at Whitewater, Wis., are helping each other increase their wartime services to farmers.

The vocational department grew from 57 all-day students and 78 out-of-school young men and adults in 1941 to 72 all-day students and 266 enrolled in Rural War Production courses in 1942-43. The White-

water manager explained to them further details about the businesses and answered their questions. The boys were told the organizational set-up for the cooperative, the plan for financing the business through stock issued as patronage dividends, and the continued growth in membership as the services have been broadened. Finally, when the F. F. A. Chapter made up an order for 15 tons of northern Wisconsin seed potatoes for themselves and interested adult farmers, the cooperative opened its warehouse for use while the boys were getting the seed distributed.

Another local co-op taking part in the vocational teaching program at

cash crops of potatoes, seed oats, and so forth, while the young stock is being grown to maturity.

The fact that the Whitewater Consumers' Cooperative is a part of the Midland Cooperative Wholesale system provides an ideal setting for studying the relationship between local cooperatives and the bigger organizations of which they frequently are a part. The connection between the local shipping association and the Equity Livestock Sales Association illustrates another type of connection between cooperatives, while the production credit association is itself a unit in a Nationwide cooperative credit system. Then, too, the respective advantages of federated, centralized, and merely affiliated plans of organization are a part of the Wisconsin State course in marketing and cooperation which is followed in the Whitewater classes. Seven weeks' time is given to this phase of the farm business during the junior year.

The Whitewater F. F. A. Chapter, however, does not stop its cooperative activities with the study of local cooperatives and participation in them. This year the chapter purchased 3,000 baby chicks at a saving of 15 percent to the members. It bought 500 fruit trees and a number of small fruit plants to help in its program of improving the home living in the community. The classes in a group shop project built 50 electric pig brooders and 15 electric chick brooders for sale to people in the community. These last activities were a part of this year's program to increase the production of pork and eggs to meet war needs.

The "You and Your Co-op" series of circulars is a major source of instructional material.

Programs Complement Each Other

When Chapman accepted the position in the Whitewater school four years ago, the school board was skeptical about teaching cooperation. Now it is in full accord with the plan. Perhaps the growth in the vocational agriculture department and the soundness of the instruction given has influenced their judgment. Then too, the growth in cooperative business in the community could hardly fail to have an effect on public opinion. Perhaps it is not too much to surmise that the parallel success of the cooperative businesses and the teaching program was partially the result of the support they lent each other.

Whitewater co-ops welcome vocational agricultural classes

water Consumers' Cooperative expanded its business and added an insurance department. H. W. Chapman, the vocational instructor, has been teaching cooperation, and the cooperatives have made their organizations laboratories for the instruction. The participation by the cooperatives has included holding open house for the class, opening their operations for study by the boys, and allowing the Future Farmers of America group to do business through their organizations.

Fine Facilities Intrigue Boys

The good physical plant of the Whitewater Consumers makes its facilities especially interesting to the boys. The field for farmers' purchasing associations is covered unusually well by its departments handling oil, feed, seed and fertilizer, coal and lumber, hardware, and groceries. The balance sheet and operating statement of each of these several divisions of the business have proved excellent material for class use. In addition to finding out what it takes to make a cooperative business succeed, the boys learn to read and understand these comparatively simple financial statements.

The class visited the oil plant, the store, and the warehouse, and the

Whitewater is the shipping association. It has received and distributed for the boys several carloads of beef calves each year. Later these calves are reassembled on two or more dates as they reach the proper degree of finish and are shipped by the association. On the Milwaukee market they are handled by the Equity Livestock Sales Association. The marketing class goes with one of these loads and practices livestock grading under the direction of the salesmen employed by the Equity. C. F. Claplin, the manager of this cooperative commission firm, has been buying the calves for the boys in western Montana. The cooperative features of this project have helped the boys average \$20 profit per head on their beef-feeding projects.

Several of the boys who have breeding projects—sheep, beef heifers, and dairy heifers—are securing their credit through a group loan from the Elkhorn Production Credit Association. Again, a cooperative activity is handled through a cooperative business organization. The association has been fitting this credit to the particular needs of these boys by arranging repayment plans which provide installment liquidation on these breeding loans through

Classroom beyond walls

Production for dollars instead
of bushels, gallons, and tons

A RAMBLING farm-shoplike structure—a telephone—and a vocational-agriculture high-school instructor.

What does that add up to?

Well, if the shop is equipped with agricultural grading machinery, a cannery, an egg candler, has storage space, and if the telephone is kept busy, and if the vocational-agriculture teacher in the last 14 years has taught 150 or more farm boys and their dads in that immediate vicinity, is energetic and has vision, it's quite likely to add up to a lot.

In this particular instance it's an experiment that may have far-reaching results, especially when the instructor has a hobby of marketing and wants to tie in production with local marketing.

The building is owned by the county, was once used by the vocational-agriculture instructor as a shop, and it is under the jurisdiction of the county board of education. It might rent for all of \$10 a month. The telephone is just an old-fashioned one and about the busiest in town. And the instructor—well, he completes the picture of the Young Farmers' Association with local headquarters in the farm shop on the outskirts of Martinsburg, W. Va., a city of about 18,000 population in the heart of Apple Pie Ridge, a community of general farming.

In the 14 years in which George Mullan was vocational-agriculture teacher at Martinsburg High School he learned some things about his community that made him listen to some of



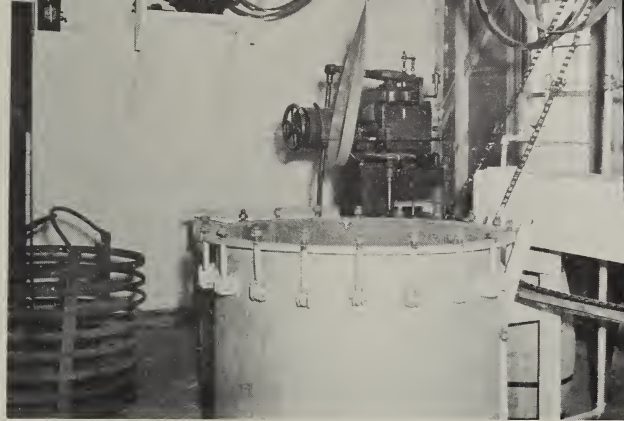
George Mullan (right) and two vo-ag graduates, members of the FFA and Young Farmers' Association.

"his boys" who had profited by his teaching and who were putting the knowledge to practical work on nearby farms. These boys for the most part had been members of the Future Farmers of America and as such had done very well. But when they graduated they still felt the need of an organization which would help them work together in tackling both their farming and marketing problems.

The idea was first put up to the county school commissioners, and George Mullan found himself relieved of the teaching task in the high school. He was assigned to the job of "director" of the newly formed Young Farmers' Association and in addition spent two or three evenings a week conducting community meetings among farmers, including the young Future Farmers, teaching practical agriculture

by E. B. REID

*Director of Information and Extension,
Farm Credit Administration.*



This inexpensive cannery brought association members a fourth more for their products.

and integrating it with marketing. This was the beginning, about a year ago, of this particular program of agricultural instruction, including weekly meetings in which those in attendance under the leadership of Mr. Mullan decided on the various farm commodities they would grow, grade, and market through the association—that market being for the most part in the stores in Martinsburg. The group included, in addition to the YFA boys, the vocational-agriculture high-school students and many adult evening-school farmers and part-time students.

Well, what is there new or different in this situation?

First, it tackles the problem of the farmers at the grass roots—it is intensely local, and there is nothing forced in the set-up. In fact, it follows more or less the lines pursued in the maritime province of Nova Scotia in that study and knowledge of the problem involved in both production and marketing preface action. Further, agricultural programs, many individual farm programs, are based upon a study of the local market. It involves production for dollars rather than for bushels, gallons, or tons. It aims at turning out first-class products for which there is a known market. It aims to get and keep the hearty cooperation of the merchants who feature the products of the Young Farmers' Association.

"By cooperating with the local merchants," said Mr. Mullan, "we know just about how much of various com-

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by VERNON VINE

Information Agent,
Farm Credit Administration of Spokane.

SIXTY dollars worth of garden seed; 1,000 pounds of hybrid seed corn; 1,000 pounds of protein supplements; 1,000 pounds of stock minerals; a small quantity of seed potatoes and of vegetable plants—such was the volume of business during the past year of one of the most successful cooperatives in Oregon.

In addition, the association recommended loans totaling approximately

in the form of cost prices, thus runs into no accounting problems.

"I realize," says Instructor Hudson, "that we may not be providing a complete picture of the responsibilities of cooperative membership, but we are accomplishing this: We are demonstrating to the boys what can be done when they will pool their purchasing power and buy in quantity for discounts."

He cites an example: A saving of 25 to 30 percent on the cost of vegetable plants when bought in wholesale quantities from greenhouses.

The co-op is officered by a presi-

dent and vice president, chosen in a membership election. The treasurer, as pointed out, is the FFA chapter treasurer. These officers with the FFA chapter officers, then select the board of directors.

The understanding that the proceeds would be used for chapter activities. The heifer was sold for \$40. Rather than spend the money for something of only temporary value, the fund was invested in stock in the Willamette Production Credit Association, for use of members wishing to borrow from that source. The chapter itself guarantees no loans. Credit is extended by the Production Credit Association to individual students through the instructor operating under a standard trustee agreement.

All boys who use credit do not obtain it from the PCA. Some borrow from their local banks. Any member of the chapter who proposes to utilize credit from any source, however, first presents his proposal to the directors of the cooperative. Here's how Charles L. put up his project to the co-op directors when he qualified for a PCA loan:

"I want to borrow \$52.50 as payment on 150 White Leghorn pullets (8 weeks old at 35 cents each). My dad agrees to feed them for me this summer and I will pay him back by working on the farm. I have 1 acre of corn which I will use as part of their feed this fall and winter. I will give dad the litter and work for him to pay the rent on the poultry house and pasture for the pullets. I also will have some skim milk to feed them. I agree to do all the labor in caring for and feeding the pullets. I will pay the loan back from the money I receive from the eggs next fall and winter.

A budget of my operations:

150 pullets.....	\$ 52.50
Feed until Sept. 30.....	60.00
Feed from Sept. 30 to June 1.....	135.00
Expenses.....	<u>237.50</u>

Returns:

1,800 dozen eggs (60 percent production, Oct. 1 to June 1) at 25 cents per dozen.....	450.00
120 layers (mortality 25 percent) at 75 cents.....	<u>90.00</u>
Returns.....	<u>540.00</u>
Possible profit.....	302.50

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Bantam-sized co-op sets some records

\$1,000 to its members, loans made by lending agencies not connected in any way with the cooperative.

The cooperative? The Silverton Future Farmers Cooperative Association, comprised of the members of the Silverton, Oreg., high school vocational agriculture department.

The cooperative is the business body of the Future Farmer chapter. It is organized separately to provide clear-cut distinction between chapter activities and business activities related principally to members' class projects. One reason for its smooth operation, Instructor Leonard Hudson points out, is that for years the chapter has prided itself on having 100 percent of the agriculture students enrolled as FFA members.

The cooperative's capital is the FFA treasury. The FFA treasurer is ex-officio treasurer of the cooperative. He keeps two sets of books. When the FFA treasury advances the co-op \$60 to buy garden seed, appropriate credits and debits are set up on both sets of books. The co-op's business with its members is on a strictly cash, nonprofit basis.

The co-op has no stock, no dues. It returns its savings to its members

dent and vice president, chosen in a membership election. The treasurer, as pointed out, is the FFA chapter treasurer. These officers with the FFA chapter officers, then select the board of directors.

There is a reason for this otherwise seemingly undemocratic procedure. The directors represent the six principal commodity interests of the area served by the Silverton school. Selection in this way assures the cooperative the services of the outstanding students interested in these major commodities—sheep, poultry, dairy, small fruits, swine, and field crops.

Pass On Loan Applications

An important function of the board of directors and the co-op officers is to pass on loan applications of members who will use credit in connection with their projects.

A tragic accident 3 years ago is responsible for the chapter's loan activities. One of the chapter members was killed in an automobile accident. His grief-stricken parents turned over to the chapter his project—a dairy heifer—to be sold with

by VAL SHERMAN

*Division of Information and Extension,
Farm Credit Administration.*

IN THE Shenandoah Valley of Virginia, a few weeks back, the instructors in vocational agriculture conducted a practical experiment in the use of a local cooperative association to supplement and focus their courses in marketing.

Their findings and conclusions were perhaps no different from those of other groups of teachers who have probed the possibilities. They found, among other things, that the study of a particular co-op gives wide opportunity to put zest and interest into their classes. Their formal verdict, when the demonstration was over, might have been boiled down to one short sentence:

"Add the co-op to the curriculum!"

No one suggested that the instructors "carry the torch" for the cooperative movement. It was generally agreed that the proper province of the educator is to present factual information on all types of marketing, so that the student may make his own choice to meet his particular conditions. At the same time it was recognized that cooperative marketing usually gives the farmer broader activities and responsibilities than other marketing methods, and therefore requires broader information for intelligent participation. To the extent this is true there is a wider responsibility on vocational departments to meet this educational need of farm folks.

The Shenandoah Valley of Virginia abounds in natural caverns, apples, and milk. It was the latter commodity to which the instructors directed their attention at their Harrisonburg conference. As a starting point they made mental survey of the resources of the region with respect to milk production, processing, and marketing. They noted that the valley is perhaps the most important dairy district in the State and distinctly a surplus area. The Valley of Virginia Cooperative Milk Producers Association handles a large volume of the production.

Before visiting the plant of this co-op the teachers laid the ground-



Vocational ag instructors test an effective means of teaching cooperation.

They're adding the co-ops to the curriculum

work for their subsequent observations through a round-table discussion with D. E. Shank, its manager. They learned that the association had been organized to meet a distinct need of the producers, who had been receiving less for their milk than farmers in other parts of the State. They heard the details of its early financing and the reasons for the adoption of various policies and procedures.

Mr. Shank's recital, as one of the instructors remarked, brought life and meaning to the textbook precepts on cooperation. The history which he narrated was not entirely one of clear

sailing. The co-op—like most co-ops—had had periods of stress and storm, and there was dramatic interest in the story of how these periods had been ridden through—and how the course had been charted to avoid similar perils in the future.

It was of significant interest, to some of the educators at least, to observe how seemingly unimportant details may build themselves toward cooperative catastrophes. There was the matter, for example, of due dates on the association's certificates of indebtedness.

When the organization was started in 1922 the directors authorized deduc-

tions of 10 percent on members' returns to finance operations and retire the capital originally borrowed. These deductions were credited to members in the form of certificates of indebtedness with specified due dates. Later the deductions were reduced to 5 percent, and the association continued to progress until the depth of the depression. Then came the day when, with low milk prices, the deductions failed to yield enough. The co-op was faced with the crisis of defaulting on its certificates.

"These certificates, like ordinary stock, represented to the members their interest in the business. Our mistake was in giving them specified maturity dates, like bonds. We couldn't let them lapse or we were doomed," said Mr. Shank. "To borrow money was to gamble on the future, but it was our only alternative. We borrowed money, but the directors and officers went through 4 years of sweating blood. We had learned to leave the due date from our certificates."

There were many other things that the co-op officials learned — things which are easily forgotten when they are read from a textbook, but which leave a lasting impression when they are pointed by a related experience. They are a part and parcel of the history of every co-op.

Why the Co-op?

Getting down more specifically to the points relating to the visit to the plant, the instructors were interested in knowing how the products are handled and—more important—what the co-op has been able to do that was not done before. They of course recognized that a cooperative must have justification for its existence, and their first question was "why the plant in the first place?"

When the co-op was started, they were told, it was operated only as a receiving station. Later on, as the association's volume increased and as some of its more distant fluid outlets disappeared, it was obliged to market increasing volumes for nonfluid purposes. In order to handle the manufacturing milk to the best advantage

the plant was equipped with suitable processing machinery.

Today the association has facilities for marketing its milk in whatever forms will, for the moment, return the best price. In addition to its fluid distribution in Harrisonburg it is in a position to sell whole milk in almost every eastern market. During the summer about 10 percent of its volume is sold as fluid, while in the winter the proportion may run as high as 30 percent. The manufacturing milk may be diverted, as the occasion arises, into condensed milk, dry skim powder, skim ice-cream mix, or butter.

The instructors learned that the co-op owners—the farmers—have done four important jobs. They have improved the quality of their dairy products, increased their volume through the plant, developed new markets, and raised the price received—all adding up to many more dollars in hand each year.

With these facts and scores of other facts well in mind, the round-table discussion was recessed and the instructors took the trip to the co-op.

There they observed not merely some types of machinery with which they were already fairly familiar but the plant arrangement and operation in relationship with the jobs to be performed. They were able to appraise its flexibility and its suitability for meeting this situation or that. They saw the co-op as a co-op—the business end of 900 farm families—an enterprise personalized by the hopes and efforts and loyalty of its members. They viewed it, in a word, with the eyes of familiarity.

"Talk It Over"

After the visit, and after lunch, the instructors met in the conference room again to "talk it over." Their discussion at this point was no longer on the Valley of Virginia co-op but on the place of cooperative instruction in the vocational agriculture curriculum, on the available textual material on farmer co-ops, and on the localizing of lessons through the use of nearby associations. A few conclusions were quite generally expressed.

One of these was that students

should be informed on the advantages and disadvantages of both cooperative and noncooperative marketing, and that with the knowledge that one or the other method may be most advantageous under different circumstances, each student should have the basis for making his own choice.

The opinion also was expressed that a classroom familiarity with cooperative fundamentals should properly precede the case study of a particular cooperative. For this purpose the "You and Your Co-op" series published by the Farm Credit Administration was suggested as an adequate basis, supplemented by State college and other recommended publications when available. One of the instructors reported that he had asked his students to review, in 500 words or more, several of the bulletins in the "You and Your Co-op" series.

"The boys took hold of them much more rapidly than any other material hitherto available," he said. "The results were very satisfactory, and they seemed to appreciate the presentation of the subject in an easily digested style."

As for visits to a co-op, there seemed no question in their minds but that they will prove an invaluable adjunct to any study of agricultural cooperation.

"Perhaps the best way to handle it," said one of the observers, "is to follow more or less the same procedure that was followed during the Harrisonburg conference. If it is possible, the manager or some other well-informed official of the cooperative should meet with the class before the visit. In telling about his organization—its objectives, its history, and its method of operation—he cannot help but drive home to the boys many of the cooperative principles and practices about which they have previously studied.

"In localizing and humanizing the textual material, the students will learn the 'whys' of the cooperative as it exists today and the 'hows' of its growth and development. They will learn to recognize, through experience that has been gained in their own community, some of the danger signals to watch for when they themselves may become cooperative members or directors.

"With this background information they will be prepared to gain the most from their actual visit to the plant. Their attention and their questions will be intelligently directed. After the visit to the plant there of course will be the opportunity for further classroom discussion, the interchange of information that has been gained, and the application to specific cases of general principles and practices that have been observed.

"By all means add the co-op to the curriculum. It is a most effective means to teach cooperation. Furthermore, it should be a part of every farm youth's education to be familiar with the farmer enterprises in his own locality."

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Bantam-sized co-op sets some records

Continued from page 32

The loan was repaid before it was due. So has been every other loan made by the Willamette PCA to chapter members with only one exception—the case of a boy whose father died, who had to drop out of school and go to work, who repaid his loan as soon as possible from his wages.

What do these loans go for? To buy pullets, as in the case of Charles L.; to buy a share in a cooperatively owned purebred bull; to buy calves, cows, and gilts.

What are the practical results of this kind of a program? Consider Stanley Torvend, class of '42, president of the cooperative in the year 1941-42. At graduation he owned seven head of purebred Jersey cattle, a sow and one-eighth interest in the cooperatively owned bull. He is working for wages for his father now, worked out last summer, doing custom work with some of his father's machinery. With his own savings, and some money his father advanced him, he has made the down payment on 20 acres of highly fertile land adjacent to his father's place. He'll work his own place with his father's

machinery, working for his father in return for the use of the machinery. His livestock steadily is increasing. He's well on his way toward independent farm operation. He is 19 years old.

Consider Gerald Stuchlik, who graduated in 1942. When he entered the vocational agriculture department he owned one gilt. When he graduated he owned seven cows or heifers, one bull, one sow, and an eighth interest in the cooperatively owned bull.

He now has a partnership agreement with his father under which his livestock has been added to the family herd, he works with his father, the entire family income, including any outside income earned, is pooled, and he receives one-third of it.

The family is saving toward the purchase of additional land, the objective being to build a two-family farm operation. Gerald is 18.

Consider Danny Potter, a freshman in the year 1942-43. Already he has repaid a \$200 loan to purchase an exceptionally fine purebred Jersey cow, which has given a highly bred heifer calf. He also owns another purebred Jersey cow, and her heifer calf. At 17 he owns, therefore, four purebred dairy animals, actively manages his family's small farm while his father works in a war industry.

"Our boys are learning sound credit principles," says Instructor Hudson. "No loan is made until the whole deal is projected. We are holding tough in the use of normal prices in estimating repayment ability. We aren't letting the present high prices influence our judgment.

"Another thing that every boy must be prepared to answer before he is able to obtain a loan is this: 'How will you pay this back if your cow dies, or your project fails?'"

Hudson has been at Silverton 5 years. In that time he has increased enrollment in the agriculture department 50 percent. This past year his enrollment totaled 61 day students.

In addition to that, his department conducted 17 different evening courses for farmers in production of essential war crops, farm machinery repair. Hudson taught some of them, supervised the rest. More than 300 adult farmers were enrolled in those courses.

"This is a lumber town, you know," Hudson says. "A few years ago I don't think people generally understood what we were trying to do here in the department, but," he modestly adds, "I think that's gradually changing."

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Classroom beyond walls

Continued from page 31

modities is consumed here in Martinsburg and we can easily figure what portion is produced locally and what part is shipped in from a distance. Take potatoes, for instance. Farmers hereabouts grow enough potatoes to last the city about 10 weeks. This is true, despite the fact that we have a freight differential greater than the actual cost of growing potatoes here. This is a fair potato country, and we are going to remedy that situation. We already have made a start and are using certified Maine-grown seed. So you see what I mean by synchronizing production and marketing. We are concentrating our attention mainly on products of which there is an inadequate supply produced locally, but we are not confining our efforts wholly to that field.

"Take the matter of grades," continued Mr. Mullan, "it's essential, of course, if we are to get and hold markets. Last year we taught a lot of farmers to grade their tomatoes and it not only improved the market demand, but brought growers more cash. U. S. No. 1 grade brought \$1 per bushel, while ungraded tomatoes sold at 30 to 50 cents. The consumer ac-

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HENRY ROARK, 23-year-old farmer of Buchanan County, Mo., is now a full-fledged member of his credit cooperative, the St. Joseph Production Credit Association. But cooperative financing is not new to him. As a vocational agricultural student and member of the Future Farmers chapter he became acquainted with it. He found the association exceedingly helpful in fulfilling his desire to get into the livestock business, even if only in a small way. He and other boys of his chapter got a group loan from the St. Joseph Production Credit Association. Each boy gave a note and mortgage. The notes were endorsed by their parents and their agricultural teacher at Gower High School, Mr. Quigley.

When Henry was 12 years old, a neighbor who had lost her husband needed someone to do the chores around the place, so Henry took on the job, continuing to go to school. He completed 3 years of vocational agricultural work within 2 years. His first project was feeding sheep. He bought three lambs to feed out and a ewe that had recently given birth to twin lambs. Henry says that the neighbor from whom he bought the ewe didn't want to carry her through the winter so he sold her for \$5. Fortunately for Henry, the ewe had twins again the following spring. During the first year he sold four lambs and a fleece for a total of \$30.

The following year Henry joined with several other boys of Gower High School to get a loan from the St. Joseph Production Credit Association so he could expand his sheep operations. With his loan and the profits of the year before he bought 15 western-bred ewes on the St. Joseph market. Some time later he borrowed another \$100 from the association to buy a purebred Angus cow and calf and later a 2-year-old mare. Now Henry has 29 ewes, 1 purebred ram, 42 lambs from this year's crop, 2 Angus cows, 2 calves, and a 3-year-old mare. Recently he obtained a loan from his production credit association to buy a matched team of 3-year-old sorrel horses. His new loan was the first Henry had received from the association without the

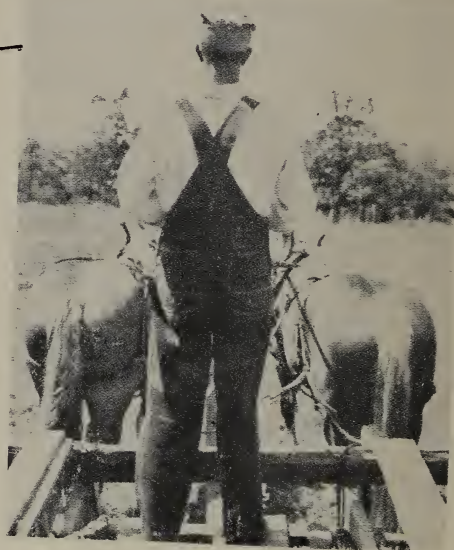
endorsement of others. He is now a full-fledged farmer on his own responsibility and is running a farm of 70 acres. This year he raised 10 acres of corn, 2 acres of soybeans, 15 acres of oats, 15 acres of lespedeza, and 2½ acres of alfalfa, in addition to the pasture for his livestock.

Henry Roark is but one of the many boys who are getting their start in farming through the assistance of cooperative credit, extended on a sound basis by their local production credit associations. In 1937, 4,631 farm boys financed projects from funds obtained from production credit associations through group loans to members of Future Farmer chapters and 4-H Clubs. These loans are helping boys like Henry, who are learning how to use credit wisely, make progress on the ladder to farm ownership. Henry Roark, for instance, will continue to use production credit, and probably other types of cooperatives, to help him make money. If the past is any indication of his future actions, he will systematically accumulate enough to make a down payment on a farm, and with the assistance of a long-term mortgage loan from his cooperative national farm loan association he will purchase his own farm.

In many cases, such as that of Donald Hamm, a Future Farmer in Winfield, Kans., these loans have enabled boys to carry on projects that otherwise

Our future cooperators *learn* *by doing*

by W. G. HOAG



would have been impossible, and thus maintain their interest in their home farm. Donald says, "I expect to stay right on farming with dad. I have added hogs and sorghums to my farming program. We expect to follow out a silage-beef program, which I planned in high school. Dad was glad I got the financing—just so the project would pay back the loan. Now he's convinced. He's planning to use production credit to finance the change-over of our operations from a beef herd to calf feeding."

Out in Oregon the Bonanza Future Farmers have even gone so far as to form the Bonanza F. F. A. Loan Association, which is set up as a miniature production credit association borrowing from the Klamath Production



LEFT.—Henry Roark, a full-fledged member of the St. Joseph (Mo.) Production Credit Association, with his matched team of 3-year-olds bought with a loan. ABOVE.—Henry looks over his herd of sheep also financed through his association.

Credit Association at Klamath Falls. After the boys had been told how production credit associations were set up, they went through the actual process themselves. First they voted on whether they wanted such an organization. Then they voted on the amount of capital stock each boy was to purchase. They decided they would raise \$100 in stock in their association to buy stock in the Klamath Production Credit Association. However, they made provision for an increase in the capital stock in their own association if it becomes necessary to increase their stock holdings in the Klamath Production Credit Association so they can borrow more money. The group elected seven directors and chose the name of the association.

At a meeting of the newly elected directors, Mr. McMullen, secretary-treasurer of the Klamath Production Credit Association, explained to the boys the process of electing officers. Then they proceeded to adopt bylaws, using those of the Klamath Production Credit Association as a guide and adapting them to their own needs. They stated the duties of each officer and director, the dates for meetings, rates of interest to be charged on loans and the loan requirements.

When a meeting of the loan committee is held, the directors and the instructor inquire closely into every phase of the project, including the assets and liabilities of the applicant, the care he gives his crops and livestock, the boy's

interest in agriculture, his honesty and moral risk. Loans are not always approved for the full amount—the boys try to loan on the same basis that any organization would. They always ask themselves if they would be willing to loan money of their own to the applicant. They usually require the boy to give security in the form of a chattel mortgage. In many cases the loan committee inspects the project before a loan is granted. After the loan has been approved, the proper analysis sheets are made out and signed by those approving the loan, whereupon the boy and his parents sign the note.

The club, through its sponsor, borrows the money from the production credit association at 5 percent. The association charges each boy a service fee similar to the loan service fees other production credit associations charge their members. These fees are used to accumulate money to buy additional stock when that becomes necessary. The fees also enable them to build a

reserve like any other production credit association.

These boys are learning, in a way that is easy for them to remember, many things that will help them become better farmers. They are learning the sound use of credit; how to loan money successfully; how a member takes part in a cooperative enterprise; and how such associations are actually run. It won't be many years before these boys will be taking their places as members, directors, and officers of production credit associations, national farm-loan associations, and other cooperatives; and when they do, they already will have valuable experience that will help them to do a good job of it.

Group loans to 4-H Clubs and Future Farmer chapters totaled more than \$350,000 in 1937. With the proper supervision on the part of secretary-treasurers of the production credit associations and the vocational teacher or county agent involved, these loans are a valuable method of teaching the boys the sound use of credit and the application of cooperative principles to farm finance; they are enabling boys to finance worthwhile projects which might otherwise be impossible; and they are giving them a first-hand acquaintance with the cooperative principles which they use to good advantage when they get to farming "on their own."

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BELOW.—Myles De Somer, 4-H Club member, sizes up the two Hereford calves he purchased through his Production Credit Association.

RIGHT.—The fattened animals as they looked ready for the South San Francisco Livestock Show.





Cooperation in miniature



BY ORGANIZING a miniature cooperative, 13 boys in Humboldt County, Calif., produced and sold nearly a quarter million pounds of Irish potatoes last summer. A good part of the crop went for top prices as certified seed potatoes.

The boys are members of the Future Farmers Chapter in the Ferndale Union High School in Humboldt County. They hit on the idea of organizing a cooperative when Willard C. Lusk, their vocational agricultural teacher, got them a supply of "You and Your Co-op" circulars to serve as a basis for classroom study of cooperative marketing and purchasing.

By carefully grading their product and studying all available markets, the Ferndale boys sold 80,000 pounds of potatoes for certified seed. Prices received were \$40 and \$45 a ton. About 120,000 pounds were sold as eating potatoes to local produce buyers and potato chip concerns; and 20,000 pounds of culls were fed to hogs.

When the Future Farmers organized their co-op they had to borrow \$800 to buy seed for planting, to buy supplies, and cover other necessary production costs. The boys pooled their labor at harvest time to save expenses and to insure a good job of grading. The cooperative paid the advertising and miscellaneous expenses and pro-

rated the net returns to the boys in accordance with the bushels of potatoes they had sold. The boys are so well pleased with the success of their cooperative effort that they are enlarging and intensifying it for the coming year, while the community has taken notice and local interest in cooperation has increased.

Obtained Basic Data

Before starting this cooperative, the boys interviewed the managers and presidents of the local cooperatives in Humboldt County, and learned firsthand how such businesses are conducted. To get another slant on the question, the Future Farmers went to privately-owned companies to learn their methods of organization and to find out, where possible, the strength and weaknesses of their system of marketing. Finally the boys went to the individual farmers who had marketed through the co-ops and to others who had sold to commercial organizations and obtained their opinions of the advantages and disadvantages of each. Not until they had gathered the infor-

mation from all these sources did the Ferndale Future Farmers set up their own certified seed potato cooperative.

Needless to say the boys would not have been successful in marketing their potatoes if they had not first done a good job in growing them. Certified seed potatoes are not customarily grown in Humboldt County, but from their 4-H club work the boys got the idea that some of the rich loam soil in their vicinity would be ideal for the purpose. By going 2 to 4 miles from the school they found 16 acres in 5 plots. Three of the boys handled 2 acres each, and the other ten 1 acre apiece. Each boy did his own work of planting, cultivating, and hilling. Spurred by the prospect of substantial returns, the boys worked hard and carefully followed the scientific practices necessary to produce potatoes that would be free from bacterial ring rot or other diseases.

Long before harvest time the Ferndale Future Farmers undertook to establish a market for their seed potatoes. They advertised in three local papers and two farm magazines. Sales were made over a radius of approximately 300 miles. The bulk, however, was sold locally.

In their study of cooperative marketing, a great deal of attention was given to marketing a very high-grade product. This was brought home to the boys further in the actual work of grading and packing. They also learned how important it is to have a substantial percentage of No. 1 seed in order to attract buyers.

The Ferndale Future Farmers plan to continue and improve their business in the coming season. They hope to produce 30 acres of seed potatoes. Even more attention is to be given to grading, prices, advertising, and packing. The boys plan to have their own trade name printed on their potato sacks. They expect to purchase a planter and potato digger and operate them cooperatively, each boy paying so much for the use of the machinery.

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Future Farmers *have* *credit co-op*

by WILLIAM A. COLFER

Farm Credit Administration of Omaha.

BORROWING money is almost always associated with persons who have reached the "over 21" status, yet Production Credit Associations have borrowing members who wear pull-over sweaters and crew haircuts and many of them have yet to face the painful thrill of their first shave.

Such a group was on hand at this year's annual meeting of the Mt. Pleasant, Iowa, Production Credit Association, which extends operating credit to farmers in seven southeast Iowa counties.

Members Junior Co-op

They were members of a Junior Production Credit Association who all belong to the Future Farmers of America chapter at Fairfield, Iowa, county seat of Jefferson county.

What is the purpose of making loans to high school youths? Why did these teen-age boys become members of this credit co-op? How does a PCA make loans to them?

The man who can best answer the first two questions is their vocational agriculture instructor, W. W. Kitchell. Kitchell's basic idea in teaching FFA students is to take them as freshmen,

work with them throughout their four-year high school course with the objective of helping them develop to a point where, upon graduation, each one is: (1) established as a farmer, (2) has sufficient capital assets to go into another business, if he wishes, or (3) can finance his further education.

Working Knowledge Essential

In achieving this objective, he says, "a practical, working knowledge of the use of credit is absolutely essential. That's the purpose of making loans to boys in vocational agriculture work."

Kitchell first became interested in Production Credit because the Fairfield school board wanted to find some way to finance all the projects which vocational ag students wished to undertake, and could profitably conduct.

In the past, financing of the boys' projects had been carried on by the parents and, to a limited extent, by individual PCA loans. Sometimes the parents' need for money at the time limited the opportunity of the boys to carry on their projects. Then, too, the boys did not get the experience of dealing with a credit agency.

In seeking a credit source which would allow equal opportunity for all the boys to carry on their own projects, Kitchell found that a neighboring FFA instructor had accomplished this objective by organizing a Junior Production Credit Association. It had produced excellent results over a period of several years.



Instructor W. W. Kitchell, center, and retiring FFA officers get together with the newly elected officers to acquaint them with some of their duties as members of the Junior PCA loan and executive committee.

With the school board's full approval, he discussed the organization of a Junior PCA with the neighboring FFA teacher and the Mt. Pleasant Production Credit Association. His fellow instructor encouraged him to organize a Junior PCA and the southeastern Iowa association was in full sympathy with his idea. In October of last year the Junior Association was set up. Thus, all the vocational ag students had a credit source which provided an equal opportunity to finance their projects and gave them experience in running a cooperative as well. That's the answer to why the boys became PCA members.

Finance Variety of Products

There are 43 boys in the Fairfield FFA chapter. Last fall they had 40 projects. At the end of the school year in June they had 121, including production, supplementary, and improvement projects. Every boy in the vocational agriculture department was carrying one or more projects. Projects vary widely, including beef feeding, beef heifers, beef breeding, market swine, purebred swine, market sheep, purebred sheep, market poultry, laying flocks, farm accounts, home beautification, livestock sanitation, soybeans, hybrid corn, sweet corn, popcorn, tomatoes, victory gardens, dairy heifers, milking herd, mange control, contour farming, terracing, pond establishment, bee culture, and complete farm operation.

Since the Fairfield Junior PCA was started last October, the boys have bought 24 beef feeding steers, 3 purebred Duroc sows, 1 beef heifer, 1 dairy cow, 1 dairy heifer, 80 feeder lambs, 75 ewes, 1 hog house, 5 tons protein supplement, and corn and oats on a small scale. In addition, the

On the last day of school FFA chapter officers are elected for the coming school term. The students are shown in the picture below voting for the new officers, with retiring president, Robert Daub, presiding.



chapter has bought 26 purebred Chester White sows.

How does a Production Credit Association make loans to boys?

"The first step," says Kitchell, "is to fill out an informal application form, which is turned over to the chairman of the Junior PCA executive committee, who is always the FFA president, and myself.

"Many of these informal applications do not provide sufficient information about the project and are returned to the boy so he can furnish it. Others do not show good planning in asking for that particular loan at that particular time. In these cases the boy is nearly always asked to go over his proposition again and revise it."

Present Detailed Plans

These plans must show in some detail how the boy will carry on his project and include a reasonable estimate of the costs to be met and the returns to be expected. The income the boy can safely look forward to must be sufficient to pay the loan and leave him something as net return.

"If we consider the project worthy and the amount in line with the financing necessary," Kitchell explains, "the applicant is given a Junior PCA application form. He takes this home and he and his father sign the application and financial statement and both sign the note."

When this step is completed the Junior PCA loan committee, which is made up of the president, vice-president, and secretary of the FFA and their instructor, acts on it, either accepting or rejecting it. Mr. Kitchell says only two formal applications have been rejected since the organization was started.

When the formal application is approved by the loan committee, if livestock is to be bought, the boy must make his own contact with the seller. After he selects the calves, pigs, lambs, or whatever he buys, Instructor Kitchell and one or more of the loan committee inspect them. None are bought unless or until okayed by the committee.

The Fairfield teacher considers this personal contact one of the most important parts of Junior PCA. "It teaches the boy to make his own business deal and to exercise care in selecting what he buys," he says.

When the application is approved and the livestock or commodity to be purchased selected, the application is forwarded to the Mt. Pleasant PCA office, where it is reviewed by the loan

committee of the association and given final approval. Then disbursements are made on the individual loans. Each member has his regular account with the association, which is handled in the same manner as a regular Production Credit loan. Kitchell acts as trustee of the funds and signs every draft drawn in that capacity. He keeps accurate records on every project loan as to amounts paid out and repayments on the loan.

Every boy keeps a set of books on his own project. Good bookkeeping comes in for strong emphasis, with

prizes awarded for the best set kept on a project.

The secretary-treasurer of the Mt. Pleasant Association keeps in close touch with the FFA class and their instructor as well as the various projects which are being financed.

Vocational ag man Kitchell believes that a knowledge of farm credit is one of the most important things a future farmer can learn. "They should," he says, "learn farm credit as boys, grow into it as boys. They must be trained as boys to be the farm businessmen of tomorrow. The Junior PCA gives them that opportunity."

Co-op becomes laboratory for teachers

by JAMES L. ROBINSON

"TEACHERS of vocational agriculture should train their students for the responsibilities of members and directors in farmers' cooperative business organizations." This was one of the conclusions that 45 of these teachers had their supervisor, Howard McClarren, write on the blackboard in the classroom of the agricultural department of the high school at Wooster, Ohio, in the afternoon of July 16. Another decision was that "teachers should provide the adult farmers of their communities with information that will guide them in the development of needed cooperatives."

These teachers were just completing a day's intensive study of the Wooster Cooperative Poultry Association, some problems of cooperative business organizations, and methods of teaching cooperative effort. They had come together at the call of their State supervisor, Ralph Howard, who had cooperated with the Louisville Bank for Cooperatives, the manager of the local association, and the State Extension Service in arranging and conducting the day's program. This meeting at Wooster followed a similar study held over a year earlier at Grove-

port as a tryout and was one of five such conferences of vocational teachers held in Ohio the week of July 14-18, the other meetings being at Minster, Napoleon, Marion, and Marietta.

That morning G. A. Dustman, the county agent, had told the story of the establishment of the Wooster Cooperative Poultry Association in 1932. An undependable market for eggs in Wayne County at that time was taking wide margins and not making proper differentials in price for quality products. Considerable preliminary work had been done over a period of years by the Extension Service, the Experiment Station, vocational agriculture, and hatcheries to improve the poultry enterprise in the area. A survey by George Cray, the extension poultryman, showed a high percentage of quality eggs was then being produced. In 1931 a tour was made to study the Flemington Auction in New Jersey. Later it was decided to set up a flexible marketing association, so that in case the Auction system did not work, some other method of marketing could be used. Committees were appointed to do such tasks as contact poultrymen, contact buyers, develop bylaws, select location, and select manager. All this work was done with the council and

assistance of the extension specialists, county agents, Smith-Hughes instructors, experiment station, and department of agriculture. Sixty-eight poultry producers signed a contract to deliver their eggs for a 3-month period, after which the organization was to rest on its merits.

The manager, Ralph Treat, then told of the plan of organization, subsequent history, the methods of operation, the financial position, and the income and volume situations.

The Wooster Cooperative Poultry Association has no capital stock. Producers become members by signing an agreement to abide by the articles of incorporation, bylaws, and marketing rules of the organization. They pay an initial membership fee of \$2 and annual dues of \$1. The association has seven directors, three at large and four by districts, elected by the members at the annual meeting. The bylaws provide that savings be set up to the account of the members in proportion to the volume delivered to the association.

Milestones Are Lifted

Some milestones in the history of the organization are: May 1932 the association was incorporated and the first sale of 181 cases of eggs made on July 9; in 1934, in response to the request of the members, a poultry auction was established that has grown into more than a side line; in 1936, to get space for its growing business, the association erected a suitable building with the aid of a facility loan from the Louisville Bank for Cooperatives; in 1938 an addition to the building was added to house the live poultry auction; in 1940 patronage rebates for 1932 capital retains were paid (4 cents is withheld on each sale of a case of eggs or coop of poultry). Since organization of the association the spread between the local and the New York price for eggs had been reduced 5-7 cents a dozen and the price of high quality eggs raised several cents a dozen over poor eggs. Much of this improvement has been the result of an intensive and continued program of education in how to produce quality eggs.

Eggs and poultry may be delivered by the producer or brought in on truck

routes supervised by the association. Both eggs and poultry handled are fully covered by insurance. Large producers can and usually do grade their own eggs for size, while all other eggs are graded for size by the association. All eggs are candled for quality. The grading is done by a State civil service employee according to Federal-State grades. Graded cases are labeled with grade and weight and those filled by one producer are stamped with his number. The charges are usually about 21/4 cents and never exceed 3 cents a dozen. The auctioneer is usually able to get one-half cent a dozen extra on each dozen eggs for each one-half pound above 45 pounds weight a case. Most of the eggs are sold to buyers present at the auction through many mailed bids are received. Any eggs not sold at auction may be marketed through a cooperative exchange which this and other auctions help maintain on the Cleveland market. The poultry is handled in a somewhat similar manner, except that one instead of two auctions a week is held.

During the 9 years of operation the association has built up for its members a net worth of \$37,400. Of this \$27,300 is invested in the land and building, and \$10,100 in equipment, other operating supplies, and cash items. The net income of the association for a 4-week period was above \$3,000, and the savings carried to members' accounts over \$600. The original 68 members selling eggs had grown to 647 for the first 5 months of 1941, while 224 buyers had bought eggs during that period. The salient facts concerning the association, history, organization, financial and operating statements, and volume of business were provided the teachers in a mimeographed form.

More general phases of cooperative business organizations were discussed. The Nazi blitz of consumers cooperatives in Germany and its implications for the cooperative movement in America were briefly considered. The essential democracy of the cooperative method of doing business was emphasized.

B. A. Wallace, of the Ohio Extension Service, then discussed the various ways in which farmers finance their

cooperative organizations. He showed how the needs of cooperatives doing a different type of business would differ from the requirements for capital of the poultry auction. The newer plans for equalizing the capital contributions according to volume of business done for members by making retains and returning these in rotation after sufficient capital has been accumulated was brought out. The dangers to cooperatives of credit sales was presented.

A number of difficulties that cooperatives are successfully meeting were discussed by John D. Hervey, secretary of the Louisville Bank for Cooperatives. Among these were an educated membership, a competent but revolving board of directors with staggered terms, adequate pay for an efficient manager and energetic employees not related to directors, and constant alertness to the ever-changing situation in order to alter or add services as needed.

Following the discussions that grew out of these talks John F. Hull of the Louisville Farm Credit Administration, who had presided, returned the meeting to the vocational staff for their professional discussion. In addition to the statements on responsibilities of vocational teachers for instruction in the cooperative field, the group proposed several ways for conducting such teaching. The most important means they agreed was to provide their students with participation experience. It was brought out from the experience of the group that this could be done in marketing, purchasing, financing, and production. Many were already doing this by informal cooperation of groups of students as demonstrations. In some cases more formal organizations were set up by the boys, or the F. F. A. Chapter used. It was agreed that this plan could be improved by tying the students' cooperative activities to the operations of a going farmers' cooperative in the many instances where this was possible. The study of a local cooperative and a tour through it similar to the plan used in the meeting that day could be made. Often the manager of the cooperative could be used in discussions before all-day, part-time, and especially evening classes.

by J. M. HEIZER

*Farm Credit Administration,
Louisville, Kentucky.*

"LEARN by doing" is just as sound an educational rule in the field of production credit as in any other field of vocational teaching. And it is just as workable as it was in the good old days.

"When Dad was my age," says Grant Layman, sophomore in vocational agriculture at the Hillsboro (Ohio) High School, "Grandfather told him he would have to learn the value of money by actually borrowing some and repaying it on a business basis. Now it's my turn to do the same thing."

But Grant's dad didn't have the opportunity Grant has of learning this process along with his classmates, looking at it "from the inside out," through their own junior production credit association.

When the Production Credit Corporation of Louisville announced a plan for organizing junior production credit associations so students of vocational agriculture could gain firsthand credit experience, Vo-Ag Instructor Paul Pulse, of Hillsboro, Ohio, became interested. He and John Grierson, field representative for the Lebanon (Ohio) Production Credit Association, got their heads together and formed the first junior production credit association in the Fourth Farm Credit district with the cooperation of the parent association at Lebanon.

"The junior production credit association," said Pulse, "provides a laboratory wherein classroom in-

struction in credit principles can be supplemented by actual farm projects carried on with the teacher's advice and supervision. To expect a boy to learn the basic principles of credit and know how to make use of it merely from studying books or hearing about it in a classroom is as fruitless as to expect him to learn how to run a tractor and care for it or to cull a poultry flock from hearing these processes explained in class."

Simply stated, the junior organization operates on the same principles of cooperation as an adult production credit association. Each member has

and boys were united in a close working relationship. All of us had one idea in mind . . . see that a loan is made so the boy can pay it off out of income and have something left for his work. The boys could see the part played by finance and by management. They became aware of the important influence credit may have on community progress. They gained confidence. They got the feel of successful debt repayment just as they caught the hang of operating dad's tractor.

"The boys on the loan committee analyzed applications with an under-

Training in cooperation through Junior PCA

one vote. Members select from their own membership a board of directors. The board, in turn, selects a secretary-treasurer and a loan committee. The loan committee, with the trustee, passes upon each loan application. These officers also have the responsibility of supervising the loans to protect the group's investment in association stock. The junior co-op purchases enough stock in the parent production credit association to cover the credit that will be extended to its members.

"Within a few months," declares the teacher, "we could begin to measure the results. Parents, teacher,

standing of the applicant's plans and ability and with utmost concern for safety of the funds entrusted to them. Here, in this junior cooperative, is democracy at work, and working at its best to bring on better farmers and better farm leadership for tomorrow's needs."

Projects are Diversified

Wide diversity is shown by the projects of the 1945-46 class at Hillsboro: Corn, 7; popcorn, 1; wheat, 3; soybeans, 1; oats, 1; tobacco, 2; sow and litter management, 10; poultry flock management, 1; pullet production, 3; broiler production, 3; dairy herd management, 7; dairy heifer management, 4; sheep flock management, 1; beef herd management, 6; and supervised practices, 62. Successful completion of such undertakings is a fundamental part of the training received by boys enrolled in vocational agriculture classes across the Nation.

On the wall in this instructor's classroom is a chart showing the primary objective of instruction in vocational agriculture is to get the boy established in farming. During his high-school years he accumulates livestock, equipment, and experience. It takes either his own or borrowed money to do this. It takes his labor and his management. After he has finished high school his training may continue in special evening classes, if he so desires. Having learned the principles of sound credit in his junior

Continued on page 47

The Hillsboro (Ohio) Junior Production Credit Association's loan committee analyzes Grant Layman's loan application in light of all essential credit factors. Secretary-Treasurer Paul Pulse has the application before him. Others, left to right, are Paul Pulse II, Billy Vance, jr., Eldon Schraw, Grant Layman and James P. Reynolds.



by JAMES L. ROBINSON

Information and Extension Division,
Farm Credit Administration.

"THE annual meeting of the Bonanza Future Farmers Loan Association was held at the Bonanza High School, January 23, 1940. Lee S. McMullen, Secretary-Treasurer, and A. R. Campbell, Director of the Klamath Production Credit Association, attended the meeting. George Shambrook is the advisor and instructor for the group.

"At the election of officers, Jack Rogers and Melvin Conley were re-elected to the board, and Erick Romtvedt and David House were made new members. Hold-over directors are Martin Brown, William House, and Art Monroe.

"The president of the group, James Romtvedt, presented a financial statement showing that the association has made 46 loans in the amount of \$3,950 since organization in February 1937. There are six loans outstanding for a total amount of \$305.19. There have been no losses, and no loans are past due. To date the association has accumulated a reserve of \$30.52.

"The association operates as nearly as possible like a production credit association, with a board of directors to decide on the policies of the organization. The entire board also passes on all applications for loans."

So runs the story in a local Oregon paper. Similar stories might have been obtained by many local newsmen over the country, for in 1939, 1,056 groups of young people, made up of 8,392 members, borrowed \$584,470 from production credit associations.

It is true that comparatively few of these groups set up their own special credit organization to obtain these loans. Only 25 of them were reported as having their own loan committees, a device that has proven effective both from a teaching and a credit point of view. All, however, learned something of the advantages of cooperation by forming a group which acted with their adult leader, usually a county agent or vocational teacher of agriculture, in obtaining the loan.

Young people's *co-ops in action*



The loan committee of the miniature PCA at Bonanza, Oreg., meets to organize and consider applications for loans to its Future Farmers.

The 4-H club group at Newkirk, Okla., has borrowed money for several years from the Ponca City Production Credit Association. At the last annual meeting of this association Junior Hazaleus made the following report:

"At the present time five Newkirk 4-H club boys have loans with the Production Credit Association in the amount of \$475.50, covering beef cattle and sheep projects. These loans were made for the boys to purchase breeding stock, and calves and lambs to feed out.

"Last year there were 13 club members who had loans in the amount of \$988, while in 1937 and 1938 seven boys had loans in the amount of \$530."

The money obtained by other groups over the country was likewise used by

the young people to pay the expenses of crop and livestock production on enterprises which they owned and were conducting as a part of their 4-H club or Future Farmer activities.

Paul Graves, a junior in Lafayette High School, Lexington, Ky., along with other boys, obtained a loan from the Central Kentucky Production Credit Association. He used the money to buy some western ewes and a purebred Southdown ram. His lambs and wool from the ewes sold for enough to repay his portion of the loan and to pay for the protein supplement fed with his farm-produced feeds. Through the club he has since obtained another loan to buy additional ewes.

The number of these group loans, the number of members served, and

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Group Loans Made to 4-H Club and Future Farmer Members by Production Credit Associations, 1936-39

United States Total	1936	1937	1938	1939
Number of groups obtaining loans.....	394	643	805	1,056
Number of individual members in the groups obtaining loans.....	3,355	4,631	6,548	8,392
Total amount of loans made	\$264,367	\$351,934	\$425,570	\$584,470

by C. E. BUNDY

*Instructor of Vocational Agriculture,
Iowa Falls, Iowa.*

TWELVE years ago Paul Barker organized a new department for vocational agriculture in the Iowa Falls High School. The Iowa Falls community is a typical Iowa farming community, but the program organized by Paul Barker was not the typical program found in our high schools at that time. Mr. Barker was convinced that if the teaching of vocational agriculture in the high school

fronting the farmers of the community and that many of these problems could in part be solved by cooperative effort on the part of the members of their class. There were numerous strains of open-pollinated corn, and a few hybrid strains, being grown in the community, but no tests had been made to determine the relative yield ability of these strains when grown under like conditions. Several varieties of oats and barley were being grown, but no yield test data were available to aid farmers in selecting a variety to grow. Commercial fertilizer companies were selling fertilizers to farmers, but there was

organized themselves into an organization known as the Iowa Falls Duroc Breeders Association. It took a lot of cooperation on the part of those original 13 boys to decide upon a one-breed swine improvement program.

The two cooperative organizations which had their origin back in 1928 are still in existence. They are stronger and more active organizations today as a result of 12 years of experience. With the organization of the Future Farmer Chapter in the community in 1929, these organizations became subsidiary and are considered important contributing forces in developing a well-balanced chapter program. Certain cooperative activities which involve all members of the chapter are handled as chapter projects; activities of crops or soils nature are handled by the Crops and Soils Improvement Association; and activities related to the swine enterprise are delegated to the Duroc Breeders Association. We have 71 active members in the chapter, thus the two subsidiary organizations play an important part in bringing boys of like interests together.

The Duroc Breeders Association has grown from an organization of 13 boys, 1 cooperatively owned herd sire, and 26 purebred gilts to an organization of 37 boys, 125 sows and gilts, and 4 herd boars owned cooperatively. It has been the objective of this organization to improve the type and quality of hog and the production and marketing methods in use on their home farms, and on the farms of their neighbors. The boys usually begin by purchasing 1 or 2 open gilts, usually 2, in the fall before the breeding season. They then cooperate with the other boys in purchasing a herd boar. As the boy matures and gains experience, the scope of his project increases. It is becoming a common practice for the boys to enlarge their project from 2 to 4 or 5 gilts the second year and then providing Dad with purebred stock for the entire home herd the third year. Approximately 20 boys are now in partnership with their fathers in raising hogs. The partnership agreements are not all alike. Some boys provide all of the breeding stock, care, and

Working with vo-ag groups

was to have any major part in solving the problems of agriculture, the program must include something more than the mere teaching of technical agriculture. He had an appreciation of the need for improvement in production and marketing practices on the individual farms, but he also had an appreciation of the need for capable farm leaders, and the need for cooperative effort on the part of those engaged in agriculture in solving their common problems. In organizing his program, he provided opportunities for accomplishing all three of these objectives.

The writer had the pleasure of serving as an assistant to Mr. Barker from 1929 to 1934, and since 1934 has assumed major responsibility in carrying on the work begun by Mr. Barker back in 1928. I would like to give our accomplishments to date along the lines of developing cooperative activities and agricultural leadership.

The members of the farm crops and soils class in 1928-29 analyzed the local situation and decided that there were many production problems con-

fronting the farmers of the community and that many of these problems could in part be solved by cooperative effort on the part of the members of their class. There were numerous strains of open-pollinated corn, and a few hybrid strains, being grown in the community, but no tests had been made to determine the relative yield ability of these strains when grown under like conditions. Several varieties of oats and barley were being grown, but no yield test data were available to aid farmers in selecting a variety to grow. Commercial fertilizer companies were selling fertilizers to farmers, but there was

little information available in regard to the best types, rates of application, or method of application for the local community. The members of the class, seeing opportunities for rendering community service, organized themselves into what is still known as the Iowa Falls Crops and Soils Improvement Association. The members of the animal husbandry class made a careful analysis of the livestock problems of the community and decided the swine enterprise contributed nearly half of the agricultural income of the county, even though the production and marketing practices in use in the area were rather unsatisfactory. The type of hog being raised was a poor feeder; they were too rangy. Most hogs were marketed in November and December when the price was low. Almost every farmer was having difficulty with hog disease and parasite problems; and many farmers were not feeding rations conducive to rapid and economical gains. The boys decided that they wanted to do something about the situation so they

management while their fathers provide the feed, pasture, and housing facilities. The boys usually receive from a fifth to a fourth of the gross sales as their share of the hog income.

The emphasis is placed by the organization upon the improvement in market hog production, yet in doing so it is fitting that good breeding herds be maintained. Out of the 700 or 800 purebred Durocs being raised by association members this year, only about 100 will be sold for breeding purposes. Approximately 200 of the females will be held over for the breeding herds and the balance will be marketed as fat hogs. The organization has done much to improve the type and quality of hogs produced in the community. Approximately 100 boys have been members of the organization and have as a natural result of their projects improved the hog enterprise on their home farm. In addition, the boys sell boars to neighboring farmers at the rate of from 30 to 50 each year. The community is becoming known by packers as a community producing market hogs of good type, as well as becoming known by Duroc breeders as a source of good breeding stock.

Boys Sponsor Sale

Each fall the boys sponsor a cooperative sale of boars and gilts. A committee is appointed by the president of the organization to plan the sale, select the individuals to be sold, work out the budget of expense, and carry the project through to completion. The committee, of course, reports their recommendations to the members of the association at a regular or special meeting and their action is approved or rejected. The boys select the best animals for the sale regardless of the owner. As a group they have stipulated that the offering in the 1940 sale must be from litters of at least 8 pigs farrowed and 6 raised, and that the weight of the litter at weaning age must be on file with the secretary of the organization. They are doing everything they can to make available high-class breeding stock.

Last fall the boys sold 50 head of boars and gilts in a cooperative sale

held on October 6. The 25 boars sold for an average of \$57 each, which was the highest Duroc boar sale held anywhere in the United States last fall. Most of the gilts in the sale stayed in the community, while the greater share of the boars went to other sections of Iowa and to other States.

Prorating Expense

The boys themselves decide upon the method to be used in prorating the sale expense. Usually they prorate the expense equally, regardless of the selling price of the animal. The sale expense is charged to all animals listed in the sale catalog, whether or not the animal is sold in the sale. Problems often arise in this organization as in any cooperative, and these problems must be solved by the members. Now and then a member is not willing to abide by the rules of the association. A year ago it was necessary for the members of the association to drop one of their members because he refused to pay sale expense on two animals sold privately during the process of the auction. The dismissed lad learned a good lesson in cooperation and the association was a better organization because of this action.

Each September a check is made of chapter members and present members of the breeders' association to determine the number of sows and gilts to be bred for spring litters. Usually this is done at a regular meeting of the organization, which is held monthly. After determining the number of gilts to be bred they decide upon the type and breeding of boars to be purchased, and the price to be charged per share. One share in the boar entitles the owner to one service during each breeding season. The boars are purchased by a committee appointed by the president of the association. Usually the committee and instructors visit several herds before buying.

Boys desiring to serve as herd sire herdsmen submit their credentials to the members of the organization at a regular meeting and the herdsmen are selected. The boars remain on the farms of the herdsmen and the members bring their gilts to the boars for

service. The organization pays all feed costs involved in caring for the boar and provides a house for the boar. The shareholders pay the herdsmen a service fee to repay the herdsmen for their labor and time in managing the herd sires.

Each spring and fall the members of the organization cooperate in purchasing supplies and in mixing protein and mineral supplement feeds for their hog projects. One educational meeting is set aside to hear a report from the feeds committee in regard to the type of ration recommended by them. After deciding upon the ration the committee determines the amounts of each kind of feed to be purchased and an order is placed with the local farmers' elevator, in which the Duroc Breeders Association is a shareholder. The elevator possesses an electric feed mixer and the boys cooperating in the feed project meet at the elevator to mix the feed. Usually the project involves from 10 to 20 tons of feed at each mix. In several instances the boys have purchased a full carlot of feed at one time. This project not only develops cooperation, but also saves the association member money and encourages him to feed a good supplementary mixture to his hogs.

The organization has also taken out a membership with the Iowa Fruit Growers Association so that they can purchase lime sulfur cooperatively in barrel lots for use in treating their pigs for mange.

Difficult to Finance

Oftentimes it is difficult for boys to finance their hog projects, even though they usually are started after they have completed crops projects and have feed available. The association has a working agreement with a local bank which makes it possible for a member to obtain a loan for a 12-month period with a 4-percent interest charge. We have had as many as 11 boys with loans from this bank at one time.

Boys who borrow money at the bank and other boys who were forced to spend everything they had in the way of capital to get a hog project under way are very much interested in pro-

tecting themselves against loss of their breeding stock. As a result, the boys in our organization desiring protection have organized themselves under a mutual agreement whereby each member pays a premium amounting to 4 percent of the appraisal value of his stock to the treasurer of the organization and this fund is used to repay members for losses. We have had one or two members collect from their insurance plan each year, and in many cases the money received meant that they could replace the breeding stock lost. At present 17 boys are cooperating in this phase of the program.

Each summer the association exhibits cooperatively a Duroc show herd at two county fairs, the North Iowa Fair at Mason City and at the Iowa State Fair. A show herd committee is appointed which selects the animals to be exhibited and manages the herd during the show season. All aged animals are exhibited in the name of the organization at all fairs. Junior pigs are exhibited at the county fairs in the names of the members so that they can compete in junior classes; at the State Fair, however, the animals are all exhibited in the name of the organization. Wave King, the senior herd sire now in use, was named reserve grand champion last fall at the Iowa State Fair and a daughter was first prize spring gilt and reserve junior champion gilt. No animals are exhibited as 4-H projects. The boys take a lot of pride in their organization and in their show herd. The attendants at the fairs are dressed in white coveralls, on the backs of which are the name of the organization and the Future Farmer emblem.

Boys Make a Tour

In July the members of the association, their dads and a few mothers, their neighbors, and a number of Duroc breeders made a tour to see the projects of the members and to exchange ideas in regard to hog production methods. The boys had their pigs oiled and well fed. Their houses were clean and the runts were hidden away back of the barn somewhere. It was a great day for all of the boys. They were all out

to see how their pigs compared with those of the other association members.

The Crops and Soils Improvement Association has 35 active members this year and the organization is sponsoring a number of cooperative projects. The eleventh annual corn yield test plot sponsored by the group contains 35 strains of hybrid corn. The boys have five replications in the plot and hope to be able this fall to inform local growers in regard to the best strains for local conditions. The organization is sponsoring a contour farming demonstration project showing methods of farming rough land and still save the soil. They are sponsoring an orchard project demonstrating procedures in setting out a new orchard, pruning trees, grafting, spraying, and fertilizing an old orchard. The organization the past 2 years has introduced the new loglos barley and made the seed available in the community.

The organization has made a seed potato treating vat and the members of the organization treated for themselves and for their neighbors 350 hundredweight of seed potatoes last April. They have also constructed a seed grain treating machine, which they are making available in the community.

The organization holds regular meetings throughout the year at which time business is presented and educational topics are discussed. Much time was spent during the past winter in soils conservation work. The organization has regular officers and committees, as does the Duroc Breeders Association. While much of the work of the association is done by committees, the orchard demonstration project, the planting and harvesting of the corn yield test plot, and the seed potato treating project required the cooperation of all the members.

Sponsors Co-op Projects

In addition to the cooperative activities of the subsidiary organizations, the Future Farmer chapter is also sponsoring cooperative projects. Last April the chapter sponsored a cooperative seed potato purchase program through which 310 farm families purchased seed potatoes. Two cars of seed pota-

atoes were purchased from the Park River, N. Dak., chapter. The members of the chapter took contracts to their neighbors and the result was that they had orders for 867 hundredweight of certified seed potatoes. As the result of classroom work and potato demonstration plots conducted by the Crops and Soils Improvement Association, the members of the chapter were sold on the advisability of using northern-grown, certified seed potatoes, but such seed was not available in the local community. The boys found the source of the seed and tried to get local merchants to carry the stock. They said it was too big an undertaking, so the boys went ahead on their own. This is the third year that this project has been sponsored, and it is gratifying to see the splendid results local farmers are getting from the use of this seed. Each cooperator called at the cars for his seed potatoes, and at that time was given a mimeographed bulletin entitled, "How to Grow Potatoes." From an educational point of view, this project has been one of the best ever sponsored in our community. We were able to reach more farmers than we had reached through other projects, and the project demanded the cooperation of every one of the 71 chapter members.

In addition to the seed potato purchase program, the chapter sponsored other cooperative projects. A noon-hour recreation program is sponsored by the chapter for those students who bring their lunches and remain in the school building during the noon hour. Two chapter members assume the responsibility of managing the program each week and recreational facilities are made available to all of the 125 students who remain in the building at noon. Four ping-pong tables, a radio, checker and chess boards, dominoes, and carrom boards are provided.

The chapter sponsors a basketball team during the winter, which plays regular games with neighboring chapters and other teams of youth organizations. During February the chapter sponsors an invitational basketball tournament, at which time the teams of F. F. A. chapters in Hardin and Franklin Counties compete for a tro-

phy presented by the local chapter.

During the summer months the chapter sponsors a softball team in the city league. The boys have the only team in the league made up entirely of farm boys and, as a result, this phase of the chapter program has done much to bring the town and the country young people together.

The chapter cooperates very closely with the fall fair board in planning and holding a junior crops and livestock show. The chapter members assume much of the management of the fair and have cooperated in exhibiting the products of their projects. In September 1939 more than 50 boys exhibited at the fair, with a total of 186 individual exhibits. The fat barrow, corn, and potato exhibits were the largest in the history of the fair. The chapter members cooperated in preparing a float for the parade.

The chapter works closely with the local farm bureau organization in presenting demonstrations and assisting them in carrying out their educational program. During the past 12 months, the members of the chapter have appeared before the membership of four township farm bureau organizations.

The chapter sponsored last winter, in cooperation with the Iowa Grain Dealers Association, a farm youth public-speaking contest. The local chapter sponsored one of the nine district contests held in the State and 18 of the chapter members participated. The topic assigned to the speakers was, "The Need for Cooperation in Iowa Agriculture."

Classroom Work Plus

I have said very little in regard to the relationships existing between these activities and the classroom work in agriculture. A few years ago we would be required to term the activities described as "extra curricular" activities. Educators today, in the main, consider the educational curriculum to include all those experiences which the student receives while in school. Thus the experiences in cooperation and agricultural leadership provided by the Future Farmer chapter activities supplement those experiences received in the class-

room in making up the agricultural curriculum. Cooperation and leadership development cannot be taught by use of a textbook. They can be brought into the curriculum only by providing opportunities for the students to cooperate and develop leadership by actually working together. The Future Farmer chapter and the cooperative activities included in the chapter program of work provide the opportunities for reaching these two important educational objectives.

As a result of our emphasis on cooperation in the high school, a number of our chapter members are now members or stockholders in our local cooperatives. In addition, a number of parents have taken out memberships in our cooperatives as a result of their son's interest and appreciation of the place of the cooperative in our community. A former vice president of our local chapter was elected a week ago as a member of the board of directors of our local elevator. Another former chapter member was elected to the board of the Farmers' Exchange, a poultry-marketing cooperative. Another former chapter officer was elected as chairman of the township farm bureau organization. Another former chapter member was elected chairman of the township soils conservation organization. Yes, gentlemen, we are seeing results of our efforts to train boys to cooperate and to be good leaders. Our chapter is but 11 years old, but the results so far indicate that we are on the right track.

It is the responsibility of the instructor in vocational agriculture to develop a program of experiences which will not only train boys to grow crops and manage livestock, but will also train him to fit himself into his social environment and solve the problems which will confront him during this characteristic age of social change. No formal course of study taught in the classroom will bring about the desired results. Provision must be made for socialized activities and these can best be provided through the Future Farmer organization. The Future Farmer chapter is a definite and very important part of the vocational agriculture program of experiences, and usually there

should be no definite line where the Future Farmer chapter begins and vocational agricultural classroom work ends. The two phases of the program of experiences must be integrated if the Future Farmer is to follow his motto:

"Learning to Do,
Doing to Learn;
Earning to Live,
Living to Serve."

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Training in cooperation through Junior PCA

Continued from page 42

production credit association, credit helps him to forge ahead to early success in his farm operation.

Commenting on the opportunities offered vocational agriculture boys in such teaching devices as the junior production credit association, Dr. Ralph A. Howard, State supervisor of Vocational Agriculture for Ohio, says, "In the program of vocational agriculture it is just as essential to teach sound business and credit practices as it is to teach scientific practices. We believe that it is valuable to learn by doing. Making use of sound and needed credit is the desirable way of learning in this field. We appreciate the efforts of the production credit organization in providing teaching material and credit facilities for students of vocational agriculture."

So it is that in Highland County, Ohio, tomorrow's manager of Maple Shade Farm is gaining experience in getting in and out of debt just as his dad did. And Grant Layman's fellow students are gaining that same valuable experience.

Young people's co-ops in action

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the amounts borrowed have had a steady growth throughout the last 4 years. The detailed figures are shown in a summary recently published by the Production Credit Division at Washington, D. C.

The repayment record of these groups of 4-H club and Future Farmer members has been good, though not all of them have been like the Bonanza boys, 100 percent. Not all the members were as successful as Paul Graves, who cleared enough in 1 year to repay his loan and keep the animals he bought. The more successful loans have usually been based on a plan which would provide means of repayment within 12 months. It has also improved the success of the loans very much for the secretary of the Production Credit Association to meet with the group of boys and their adult leader as Mr. McMullen does with the Bonanza group.

The 4-H club and Future Farmer members of these groups are "learning to do by doing." They are learning by experience the value, the obligation, and the risks of credit. They are also learning the value of cooperative organizations in serving the needs of farmers.

Obtaining credit on a cooperative basis, however, is not the only experience these groups of young farmers are getting in cooperative methods. They are also selling their products, purchasing their supplies, and insuring their livestock on cooperative or mutual plans. In addition to this, some of them carry on group production enterprises and assume joint responsibility for needed community activities. As the time comes for them to take their place as adult farmers the cooperative organizations gain members who have a good understanding of their responsibilities.

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Classroom beyond walls

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tually paid less for the graded tomatoes, because the waste was eliminated before the tomatoes were bought by the grocer.

"We are so strict in our grades that we lean over backward. But it pays. Farmers are proud to say that we do their marketing and merchants are just as keen to tell consumers that they handle our merchandise. Our trademark, 'Lord Berkeley,' really means something around here.

"In addition to grade, we are studying various cultural practices and seasonality of production. Further, our canning plant, started in a small way last year, paid one-fourth more than commercial canners, yet was able to sell at the same price.

"Our association is not merely a marketing organization, as you can see; it's much more. It is tied into our educational and study activities. If a member or nonmember brings his product to us we ask him to see it graded, if he has not already graded it in accordance with instructions. If it isn't 'tops' we show him just why and explain what he will have to do to produce a better grade. When we started the marketing work, for instance, we found farmers growing a variety of string bean for which there was absolutely no demand around here. Now those same farmers are getting a good market through the Young Farmers' Association for the kind of bean Martinsburg people want. There is no magic about this—just plain organized business."

Likely to Grow

Mr. Mullan agreed that the Young Farmers' Association is likely to grow into a full-fledged cooperative. Right now the association is operated by two committees. The composition is significant. The advisory committee is composed of two farmers (one of whom is chairman), the county superintendent of schools, principal of the high school, editor of the daily paper, a local

businessman, the county agricultural agent, and a banker. Meeting about three times a year, they outline the general program of the association.

The executive committee, of course, is held responsible for operations. It is composed of 10 YFA boys (vocational-agriculture boys) and one or more farmers from each of the evening classes.

From August, when the business really got started, to March the association handled products which it sold for about \$15,000 and its commission has been sufficient to pay all expenses and make substantial progress in retiring the small loan on the equipment. The commissions charged are 10 percent on perishables, 8 percent on potatoes and apples, 2 cents a dozen on eggs, and 1 cent a pound on poultry. A much larger volume is in sight for the second year beginning this summer. However, what growth develops will be due entirely to the needs and efforts of the rural group whose program it actually is, since there will be no local campaigns or publicity to persuade anyone to join. The group is adhering strictly to the principles of careful study and self-determination on the part of each and every participant.

Asked what he thought of tolling off a vocational-agriculture teacher to do the kind of work being undertaken at Martinsburg, a member of the county board of education said: "I think I am speaking for the board when I say we are for any activity on the part of the local high school which is good for all the people."

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